DOCUMENT RESUME

ED 147 922 EA 010 103

TITLE	A Plan to Improve School and Library Environments.
INSTITUTION	Hawaii State Dept. of Education, Honolulu. Office of Planning and Budget.
PUB DATE	Mar 76
NOTE	309p.; Not available in paper copy due to marginal legibility of parts of document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Chief Administrators; *Delinquency Prevention; Elementary Secondary Education; Fire Protection; *Guidelines; Interagency Coordination; Landscaping; Police School Relationship; Prevention; Public Libraries; Records (Forms); Safety; *School Environment; School Maintenance; School Security; *School Vandalism; Violence
IDENTIFIERS	*Hawaii

ABSTRACT

A framework of goals, policy statements, and implementing activites is set forth aimed at integrating the different kinds of environment improvement activities now underway in the Hawaii Department of Education; expanding and improving those activities in orderly ways in the future; and suggesting new directions. Five areas are targeted for attention. (1) Plant security--protecting classroom buildings, administrative offices, and other facilities from arson, vandalism, and break-ins; also safeguarding equipment from theft and damages. (2) Campus beautification--landscaping of school grounds and improving the physical appearance of the campus in other ways. (3) Campus safety--preventing injuries on the school campus. (4) Personal security--preventing as well as coping swiftly with cases of assaults, hijacking, threats, and other acts that can result in physical and emotional harm to students and staff. (5) Statewide administration and coordination--overseeing implementation of the plan when it is completed. Checklists, sample forms, and accident and vandalism data are included. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147922

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dept. of Education
State of Hawai'i

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

BEST COPY AVAILABLE

A PLAN TO IMPROVE SCHOOL AND LIBRARY ENVIRONMENTS

OFFICE OF PLANNING AND BUDGET/PLANNING SERVICES BRANCH ▫ DEPARTMENT OF EDUCATION ▫ STATE OF HAWAII
TAC 76-1062 ▫ MARCH 1976

EA 010 103

The Honorable George R. Ariyoshi
Governor, State of Hawaii

BOARD OF EDUCATION

Noboru Yonamine, Chairman
Rev. Darrow L.K. Aiona, Vice Chairman

George S. Adachi
Dr. Richard E. Ando
Hubert P. Minn
Marion Saunders
Ruth Tabrah
Howard I. Takenaka
Hiroshi Yamashita

Charles G. Clark, Superintendent of Education
George D.L. Mau, Deputy Superintendent

May C. Chun, Assistant Superintendent
Office of Library Services

Emiko Kudo, Assistant Superintendent
Office of Instructional Services

Koichi H. Tokushige, Assistant Superintendent
Office of Business Services

Eugene Yamamoto, Assistant Superintendent
Office of Personnel Services

Assistant Superintendent
Office of Planning and Budget

Francis Hatanaka, District Superintendent
Honolulu District Office

Barton H. Nagata, District Superintendent
Kauai District Office

Darrell Oishi, District Superintendent
Maui District Office

Kengo Takata, District Superintendent
Windward District Office

Liberato Viduya, Jr., District Superintendent
Leeward District Office

William A. Waters, District Superintendent
Hawaii District Office

George Yamamoto, District Superintendent
Central District Office

PREFACE

This plan presents directions for reducing accidents, violence, thefts, vandalism, and malicious fires in our schools and libraries. These alternatives provide a wide array of choices any of which, or combinations could be selected to meet various conditions.

While the plan follows an analytical format, it is not entirely an analytical report. The plan sets forth directions based on judgments of data analyses as well as judgments in areas where data are recalcitrant to quantification. Consequently this plan is a guide, not a blueprint. Implementation of directions will be accompanied by evaluations which assess whether or not objectives are being attained.

On behalf of the Department of Education, I would like to express our gratitude to the persons (listed separately on the following pages) who assisted in developing this plan. Their time, energy, and expertise have contributed to providing perceptive directions for making our schools and libraries more conducive to educational excellence.

Charles G Clark

Charles G. Clark
Superintendent of Education

Review Committee for
A Plan to Improve School and Library Environments

Assistant Chief Harold Falk
Honolulu Police Department
City & County of Honolulu

Assistant Chief Richard Sawyer
Fire Operation, Hon. Fire Dept.
City & County of Honolulu
P. O. Box 3085, Hon. 96802

Dr. George Murdock, Chief
School Health Branch
Department of Health
Honolulu, Hawaii 96813

Mr. Don Alper, Superv. Educator
Occupational Safety & Health Div.
Dept. of Labor & Industrial Relations
677 Ala Moana, Suite 910
Honolulu, Hawaii 96813

Mr. Ralph Kiyosaki
Executive Secretary, HSTA
Control Data Bldg., Suite 3150
2828 Paa St., Hon. 96819

Dr. John Thompson, Chairman
Educational Administration
College of Education
University of Hawaii

Mr. Richard Nakamura, Div. Head
Central Services Division
Dept. of Accounting & Gen. Services
State Office Building
465 S. King St., Hon. 96813

Mr. Louis Staunton, Representative
Hawaii Congress PTA
1746 S. Beretania Street
Honolulu, Hawaii 96814

Mr. Charles Furuya, Consultant
State Security Plan
℅ Dept. of Budget & Finance
State Capitol Building, Hon.

Miss Laura Hauth
Student Representative
Kailua High School

Dr. Kellet I. Min, Administrator
Office of Planning and Budget
Department of Education

Mr. Ichiro Fukumoto, Director
Office of Planning and Budget
Department of Education

Mr. Frank Kanzaki
HGEA Representative
888 Mililani Street
Honolulu, Hawaii 96813

Task Force Members for
A Plan to Improve School and Library Environments

Dr. Kellet I. Min, Administrator
Office of Planning & Budget

Mr. Ichiro Fukumoto, Director
Office of Planning & Budget

Dr. Theodore Stout, Staff Specialist
Office of Planning & Budget

Mr. Koozo Okamoto, Staff Specialist
Office of Planning & Budget

Mr. Samuel Gon, Prog. Specialist
Student Services, Student Affairs Sec.
Office of Instructional Services

Mr. Leslie Kobayashi, Prog. Specialist
Compensatory Education Sec.
Office of Instructional Services

Mr. Paul Miho, Prog. Specialist
Student Safety
Office of Instructional Services

Mr. Edmund Toma, Director
School Safety & Security
Office of the Superintendent

Mr. James LeVine, Administrator
Adult Education Section
Office of Instructional Services

Mr. James Miyake
Facilities, Security & Maintenance Sec.
Office of Library Services

Ms. Evelyn Fujimoto, Secretary

Ms. Arlene Masuda, Secretary

Mr. Roger Fujihara, Student Assistant

Mr. Tom Darvill, Student Assistant

TABLE OF CONTENTS

Page

Preface ... i

Review Committee for A Plan to Improve School and Library Environments ... ii

Task Force Members for A Plan to Improve School and Library Environments ... iii

Chapter I - Introduction

Background ... 1

Purpose of the Plan ... 4

Components of the Plan ... 4

Relationship of the Plan to Previous Efforts Dealing with Anti-social Behaviors ... 5

Relationship of this Plan to Other Departmental Programs . 7

Propositions ... 8

Chapter II - Plant Security

General Nature of the Problem ... 11

Reasons for Attention at this Time ... 17

Target Groups ... 19

Beneficiary Groups ... 20

Programs Related to this Problem ... 20

Objectives Related to this Problem ... 21

Measures of Effectiveness Related to this Problem ... 21

The Framework of the Analysis ... 22

Alternatives ... 23

Alternative 1: Schools and Libraries Protected by Alarm Service ... 26

Alternative 2: Schools Protected by Portable Alarms ... 29

Alternative 3: After Hours Patrol Service for Selected Oahu Schools and Libraries ... 31

Alternative 4: After Hours Patrol Service Responding to Burglar Alarms ... 33

Alternative 5: Study and Revise Security Guidelines and Construction Priorities for School and Library Facilities ... 37

Alternative 6: Security Practices ... 37

Alternative 7: Families Living on School Campuses ... 43

Alternative 8: Resident Employees ... 44

Alternative 9: Contractual or Employee Provided Fire/Safety Inspection ... 44

Alternative 10: Incident Reporting/Analysis System ... 45

Alternative 11: $1 Per ADA ... 47

Alternative 12: Parent Damage Deposits ... 48

Alternative 13: Parent Restitution Program ... 49

Alternative 14: School Painting ... 50

Alternative 15: Community Volunteers ... 50

Alternative 16: Community Use of School Facilities During Non-School Hours ... 51

Page

Alternative 17: Reward System 53
Alternative 18: Public Awareness 53
Evaluation of Alternatives 54
Recommendations 56

Chapter III - Campus Beautification

General Nature of the Problem 58
Reasons for Attention at this Time 60
Target Groups 60
Beneficiary Groups 60
Programs Relevant to this Problem 61
Objectives Related to this Problem 62
Measures of Effectiveness Related to the Problem 63
The Framework of the Analysis 63
Alternatives 63
Alternative 1: Establishing Campus Beautification Committees in the Schools 63
Alternative 2: Establishing Campus Beautification Committees in Student Governments 64
Alternative 3: Increasing School Inspections by School Administrators 64
Alternative 4: Using Complexwide, Districtwide, and Statewide Committees to Conduct Inspections 65
Alternative 5: Increasing the Number of Lawn Mower Operators 65
Alternative 6: Increasing the Number of Custodians 66
Alternative 7: Applying Chemicals to Retard Grass Growth 66
Alternative 8: Replanting Lawns with Slow Growing Grass 66
Alternative 9: Working with the Counties 67
Alternative 10: Contracting with Student Corporations 67
Alternative 11: Initiating a Program to Expedite Work Order Requests 68
Alternative 12: Increasing Funding for Contractual Repairs and Maintenance 68
Alternative 13: Increasing the Department of Accounting and General Services' Staff 69
Alternative 14: Conducting Inservice Training for School Administrators 69
Alternative 15: Assembling a Cadre of Custodians 70
Alternative 16: Establishing Permanent Ground Maintenance Crews 70
Alternative 17: Pooling School Custodians 71
Alternative 18: Contracting Private Landscape Firms 71
Alternative 19: Providing Classes, Workshops, and Demonstrations 71

Page

Alternative 20: Visiting Schools 72
Alternative 21: Using the One Percent Set Aside for Art 72
Alternative 22: Conducting Contests 73
Alternative 23: Hiring Landscape Architects 74
Alternative 24: Providing Funds to Districts for Contracting Landscape Architects 74
Alternative 25: Making Lawns Beautiful by Installing Sprinkler Systems 74
Alternative 26: Making More Plants and Fertilizers Available 75
Alternative 27: Providing Districts with Funds to Purchase Their Own Plants, Fertilizers and Equipment 75
Evaluation of Alternatives 76
Recommendations 82

Chapter IV - Student Safety

General Nature of the Problem 84
Reasons for Attention at this Time 84
Target Groups 84
Beneficiary Groups 84
Programs Relevant to this Problem 85
Objectives Related to this Problem 86
Measures of Effectiveness Related to this Problem 86
The Framework of the Analysis 86
Alternatives 87
Alternative 1: Using the Present Form 411 Reporting System 87
Alternative 2: Adopting the National Safety Council System 87
Alternative 3: Conducting Safety Inspections 90
Alternative 4: Developing Campus Safety Rules and Regulations 91
Alternative 5: Developing Safety Rules and Regulations for Off-Campus School Sponsored Activities 92
Alternative 6: Conducting Contests and Recognizing Achievements 92
Alternative 7: Establishing Safety Committees at the School, District and State Levels 93
Alternative 8: Establishing Safety Officers at the Districts 93
Alternative 9: Providing Pre-Service Education in Safety Education 94
Alternative 10: Providing In-Service Training 94
Alternative 11: Providing Swimming Instruction to All Students 94
Alternative 12: Providing School Health Services 95
Alternative 13: Employing School Safety and Security Aides 97

Page

Evaluation of Alternatives 98
Recommendations 100

Chapter V - Personal Security

General Nature of the Problem 102
Reasons for Attention at this Time 103
Target Groups 103
Beneficiary Groups 104
Programs Relevant to this Problem 104
Objectives Related to this Problem 105
Measures of Effectiveness Related to this Problem 105
The Framework of the Analysis 105
Alternatives 106
  Alternative 1: Expanding the Law and Justice Awareness Program 107
  Alternative 2: Repiloting the Truancy Program 107
  Alternative 3: Encouraging Individual School Efforts to Reduce Anti-Social Behaviors 108
  Alternative 4: Using School Security Patrols to Reduce Anti-Social Behaviors 109
  Alternative 5: Encouraging Consultive Management 111
  Alternative 6: Investigating Measures which Protect and Support Teachers, Classified Personnel, and Administrators 113
  Alternative 7: Providing Crisis Intervention Training to Teachers and Administrators 114
  Alternative 8: Developing and Implementing a Culture Studies Curriculum 122
  Alternative 9: Establishing Policy to Limit School Size 124
  Alternative 10: Providing School-Community Workers .. 128
Evaluation of Alternatives 129
Recommendations 133

Chapter VI - Statewide Administration and Coordination

General Nature of the Problem 135
Recommendations 136

Chapter VII - Summary and Recommendations

Background 138
Purposes 138
Components of the Plan 139
Development of the Recommendations 139
The Recommendations 140

Annexes

- Chapter I - Introduction
  - None
- Chapter II - Plant Security
  - Annex A: The Role of the Schools in Delinquency Prevention
  - Annex B: Fire Prevention and Safety
  - Annex C: Security Check List
  - Annex D: Proposed Fire Prevention-Safety and Health, Security and Enforcement Training for Hawaii State Department of Education Facilities
  - Annex E: A Suggestion: State of Hawaii Standard Universal Resources Management Priority Designators
  - Annex F: State of Hawaii, Department of Education, Loss, Offense, Incident Report
- Chapter III - Campus Beautification
  - Annex G: A Statewide Program on Campus Beautification
  - Annex H: A Student's Plan for Campus Beautification
  - Annex I: Status Report on the CETA Groundskeeper Program
- Chapter IV - Student Safety
  - Annex J: 1973-74 Accident Reports, Form No. 411
  - Annex K: 9/19/74 Summary of Response from Schools - Superintendent's Request for Student Safety Manuals/Guidelines, 3/18/74
  - Annex L: Conference Committee Report No. 28 on Health
  - Annex M: State of Hawaii, Department of Education, Instructions for Completing Accident Report Form 411
  - Annex N: A Study of Accident/Injury Reports of 1972-73
  - Annex O: Instructions to Fill In National Safety Council's Standard Student Accident Report
  - Annex P: School Safety and Health Inventory Form
  - Annex Q: Evaluation Check List for the National School Safety Honor Roll Program
  - Annex R: Preliminary Results of Water Safety Survey
- Chapter V - Personal Security
  - None
- Chapter VI - Statewide Administration and Coordination
  - Annex S: Department of Education's Policy and Regulations Related to Volunteers for Department-Related Activities
  - Annex T: Department of Education's Policy and Regulations Related to Protection of Persons and Property
  - Annex U: Reactions and Responses to the Reactions to the "Plan to Improve School and Library Environments"
- Chapter VII - Summary and Recommendations
  - None

CHAPTER I
INTRODUCTION

I. Background

This plan grew out of a decision made by the Superintendent to step up efforts to combat the perplexing and costly problems of school vandalism and violence. Public libraries, adult education and administrative offices were later targeted for attention by the Superintendent to deal broadly with the subject of personal harm and property loss.

Within our Department of Education, individuals who are most vulnerable to harm are our students in the elementary and secondary schools. Somewhat less vulnerable than our students in the same school setting are our teachers, administrators and other school-level employees. Least vulnerable to harm are our adult publics--our public library patrons and adult education students--who are not a conspicuous part, or not a part at all, of the regular school setting. In addition, students in our elementary and secondary schools are most often the victims of classroom and playground accidents. They are victimized most often too by a mixed bag of lawless acts: gang fights, assaults, extortions, intimidations, and "roughing up." Clearly, then, the pain that a student suffers may not only be physical in nature. The emotional trauma can also be agonizing.

Our property losses take the form of destruction and disappearance of equipment, both office and classroom, and damages to buildings and administrative offices. Those losses stem, by and large, from the activities of vandals, arsonists and burglars. Administrative offices, portable classrooms, cafeterias and buildings housing programs in band, typing and industrial arts are the more common targets of those criminal acts. Those crimes against our property hinder us in two ways: the first is the replacement costs--the new dollars required to purchase new equipment to take the place of those which have been damaged or stolen, and the new dollars needed to rebuild or repair damaged buildings--which drain resources that can be spent on educational programs. The second hindrance is the benefits to students which are deferred or permanently lost as a result of the interruptions to instruction.

So, for the elementary or secondary student seeking fulfillment in the public school, the environment within which he learns and relates with others is of high importance. For example, the degree to which he experiences lasting success in his course work, or the degree to which he is able to interact harmoniously with other students and with people in general, is determined largely by that physical and psychological environment. A safe and friendly environment is no guarantee of fulfillment of course--whether it is academic, occupational or interpersonal.

But an unsafe and hostile environment is a good prescription for turning off and later turning away the student.

How serious is the problem of vandalism and violence? There is little comfort in recounting the hard data which describe the problem of violence and vandalism in our nation's school systems. One purpose is served, though in doing that. It brings into sharper focus and gives a better perspective to the solutions which must be considered.

The preliminary report of the U. S. Senate subcommittee to investigate juvenile delinquency which was issued in April 1975 is perhaps the most comprehensive of all the reports issued thus far on the subject of violence and vandalism. Based on investigations between 1971 and 1975 involving over 750 school districts, the committee found in the three years between 1970 and 1973:

	UP
Homicides	18.5%
Rapes and attempted rapes	40.1%
Robberies	36.7%
Assaults on students	85.3%
Assaults on teachers	77.4%
Burglaries of school buildings	11.8%
Drug and alcohol offenses on school property	37.5%
Dropouts	11.7%

The percentage increases reported for assaults on students and teachers outstripped the percentage increases reported for any other category of offenses.

Based on a review of other published reports, the committee reported that violence and vandalism are prone to occur more often in large urban secondary schools, although it is not a problem found exclusively in large cities or involving only older students. The cost of vandalism losses alone was estimated to exceed $500 million annually--or over $10 per year per student.

The causes of this wave of violence and vandalism, the committee reports, is a subject of intense debate and disagreement. One study conducted in 1973 concluded that violence and vandalism, as with other school problems, could be traced to problems existing in the general American society rather than to the failures within the school system itself. Other studies, while acknowledging the powerful influence of society in general, have also pointed to in-school conditions that may contribute to the problem. Among the conditions mentioned were the expulsions, suspensions and truancies resulting in the affected students lashing back at school authorities through vandalism, violence and other unlawful acts. Drugs and alcohol, highly organized gangs within the school system, and racial dislike and distrust were also mentioned by the committee as in-school causes of disturbances and vandalism.

It mentioned that the Education Committee on the States reported roughly 100 proposals enacted by states in 1973 and 1974 that relate to student control and school safety and security. Examples of some proposals are:

Year and State	Legislation
1973: North Carolina....	S. 286. A resolution directing a Senate Committee to study the problem of student unrest, discipline, in public schools
1973: Oklahoma........	H. B. 1276. Allows for the suspension of pupils for possession and allows for the search and seizure of dangerous weapons and controlled dangerous substances.
1974: Virginia..........	H. J. R. 84. Authorizes the Virginia Advisory Legislative Council to make a study to determine the need for State funds to establish programs to prevent disruption in public schools.
1974: Hawaii...........	H. D. 1; H. B. 390. Establishes a statewide school security patrol charged with the prevention of vandalism, hijacking and drug sales and use and other activities inimical to the pursuit of academic interests.
1974: North Carolina....	H. B. 2008. Increases from $50 to $300 the reward that boards of education are authorized to offer for information leading to the arrest and conviction of persons in cases of vandalism or larceny within public schools.

1974: Indiana........... H.B. 1793. Makes it a misdemeanor for any person to refuse to leave the premises of any institution established for the purpose of the education of students when such person is causing a disturbance--if requested by the principal or the assistant principal.

The committee concluded the main body of its report with this statement:

> Unfortunately, not all the sources of school violence and vandalism discussed in this report are as amenable to solution as the promulgation and fair administration of rules and regulations affecting both teachers and students. Some of these causes are obviously beyond the direct control of administrators and teachers...Many school districts are attempting to identify and confront those problems, but their nature and cure are not readily treatable solely by teachers or administrators. What is shockingly apparent... is that our school system is facing a crisis of serious dimensions, the solutions to which must be found if the system is to survive in a meaningful form.

II. Purpose of the Plan

The purpose of this plan is to establish a framework of goals, policy statements and implementing activities aimed at doing the following:

A. Integrate the different kinds of environment improvement activities now underway in the department.

B. Expand and improve those activities in orderly ways in the future.

C. Suggest new directions.

III. Components of the Plan

The plan has targeted five areas for attention. The five areas are:

A. Plant Security--protecting classroom buildings, administrative offices and other facilities from arson, vandalism and break-ins; also safeguarding equipment from theft and malicious damages.

B. Campus Beautification--landscaping of school grounds and improving the physical appearance of the campus in other ways.

C. Campus Safety--preventing injuries on the school campus.

D. Personal Security--preventing as well as coping swiftly with cases of assaults, hijacking, threats and other acts which can result in physical and emotional harm to students and staff.

E. Statewide Administration and Coordination--overseeing implementation of the plan when it is completed.

IV. Relationship of the Plan to Previous Efforts Dealing with Antisocial Behaviors

The security and safety of students have been long-standing concerns of the Board of Education. An example of this concern was the unequivocal support on March 5, 1970 of the Committee of the Whole which found itself in unanimous agreement with the directional statements contained in the documents entitled: Education of the Handicapped and The Student and the Police, Court and the School.[1] The Board directed that the work outlined in both documents be carried out with dispatch.

Immediate Departmental steps taken in effecting a positive learning environment involved emphasis on six areas.[2] First, District Superintendents allocated additional staff to schools identified as having critical problems; teachers relieved of classroom duties assumed tasks such as breaking up loitering in toilets, preventing gang squabbles, preventing hijacking, etc. Second, campus counselors were sought in accord with the following expression: "The experience from the schools indicates that the person who assumes even the policy-patrol activities must have the qualities of identification with and the respect of students. The career-successful athletic coach or ex-coach has proven to be effective; any person given the job, ought to have the recommendation of the student body." Third, the dropout program of the Compensatory Education Section received emphasis; counselors and outreach aides were used to relate to and salvage many students who tended to exhibit antisocial behaviors. Fourth, the expansion of the work-study program was supported by State and federal funds. Fifth, curriculum relevance was proposed in the "Foundation Program." Sixth, the Department communicated the need for teachers who "cared" about students.

---

[1] Board of Education Report of the Committee of the Whole, dated March 5, 1970.

[2] Memo to Dr. Richard E. Ando, Chairman, and Members, Board of Education; Subject: Progress Report on Student Safety; OIS staff; March 25, 1970

In addition to immediate steps, long range coordination was initiated to assist students. This coordination included developing procedures for working with adjudicated students and for cases not known to the Family Court, establishing a liaison position between the Family Court and the Department of Education to coordinate care for delinquent students, and recommending campus counselors for all secondary schools.[3]

On October 15, 1970, the following position statement was unanimously adopted by the Board of Education:

> "If he is to profit most from the opportunities offered by public education, the student must be safe from harm.
>
> He must feel free from the fear of harm.
>
> He must learn to live confidently with others and he must have a healthy body from which to draw the strength for social as well as intellectual growth.
>
> Over the past several years the principal direction of program expansion has been toward increasing the intellectual development of the student through continual improvement of academic programs.
>
> It is now time for additional major emphasis.
>
> Without diminishing the effectiveness of academic programs or decreasing the rate of their improvement, it is the position of this Board that expansion or resource input shall emphasize the social and physical growth of the student, thus reaching a new balance in educational opportunity."[4]

The Board of Education adopted the following policies and regulations to govern the Student Safety Program:[5]

Policy 4200--Student Welfare
Policy 4210--Student Safety
Regulations 4210.1--Student Safety
Policy 4400--Student Affairs
Regulations 4400.1--Student Affairs
Policy 4600--Student Rights and Due Process
Regulations 4600.1--Student Rights and Due Process

---

[3] Progress Report, The Student: Court, Police and School, Evelyn Murashige, May 22, 1970.

[4] Minutes of the Board of Education, October 15, 1970.

[5] Letter to Dr. Richard E. Ando, Chairman, and Members, Board of Education; From: Arthur F. Mann; Subject: Directions for the Student Safety Program; November 30, 1970.

V. Relationship of this Plan to Other Departmental Programs

Conventional Department of Education programs include those associated with: 1) transmitting the values of a complex culture to the young; 2) teaching reading, writing and arithmetic; 3) providing guidance services to students; 4) providing vocational programs for students; 5) providing services to disadvantaged students; 6) providing special services to handicapped students; etc. It is important to emphasize that this plan is not intended to detract from these on-going programs. Rather, this plan is intended to supplement these programs by reversing the escalating trend of antisocial behaviors (violence, thefts, vandalism, and deliberately set fires) so that on-going programs can be more effectively and efficiently carried out.

In suggesting directions to reduce antisocial behaviors, we are cognizant that while most of us agree causes must be treated, we do not yet agree on the causes nor their treatments. Thus causes are usually posited from the perspectives of the observers and include: alienation, social protest, need, greed, drugs, lethargic courts, openness of schools, teacher apathy, administrative ineffectiveness, television violence, breakdown of the family unit, mobility, urbanism, poverty, and the decreasing influence of religion. Reflection indicates that antisocial behaviors are complex societal problems, and we should not, therefore, expect miraculous results from any one program which is reported to treat causes. Thus, the plan presents a wide array of alternatives any of which, or in combinations, could be selected to meet various conditions. Many of the directions require coordination with ongoing programs.

Directions contained in this plan will be coordinated with the early education program and the elementary program. During the past decade or so, there has been a remarkable growth of interest in young children. Findings from this interest suggest that the early years are of great importance for emotional, social, and intellectual growth. Enhancing and depriving conditions have a greater effect on young children because they are first acquiring appropriate or inappropriate behaviors. Further, the behaviors of young children are more susceptible to change than at later periods. In short, early education might prevent more costly treatments later and prevent losses of human resources.

Directions contained in this plan will be coordinated with the guidance program. The Board of Education has clearly indicated that the direction of the Department will be education rather than control (security police). To this effect, developmental guidance helps students to acquire a sensitivity to one's own feelings and emotions and to learn acceptable and constructive ways of expressing positive and negative feelings. Thus, as counselor staffing standards are implemented, we might expect a decreasing need for school security patrol services.

Directions contained in this plan will also be coordinated with the compensatory education program. The Comprehensive School Alienation Program is a coordinated, statewide effort to provide appropriate services which prevent, eliminate, or minimize problems of school alienation. The Comprehensive School Alienation Program is a part of the Compensatory Education Section's larger objective of assisting disadvantaged students to overcome educational, social and economic related difficulties which impede normal academic and personal progress. Coordination with alternative education programs such as the Wahiawa Storefront School, Olomana Youth Center, and Hale Ho'ponopono is also necessary to provide educational services for students whose needs are not being met by the more traditional programs and to avoid duplicatory services.

VI. Propositions

Several propositions helped to shape the entire plan, together with the objectives, policies and implementing activities for each of the five major elements. Those propositions are as follows:

A. The Department is responsible by statute, but perhaps more by public trust, for maintaining an environment which fosters effective teaching and effective learning.

> This means the Department is responsible for assuring the safety of students and staff while they are engaged in school-related activities, on and off the campus.
>
> It means also the Department is responsible for safeguarding as well as properly maintaining the school's physical plant and all its equipment.

B. The Department, as a governmental agency and an employer, must promulgate appropriate procedures for the safety of students and staff. In addition, the Department must assure that those procedures are carried out, reviewed annually and amended as necessary to keep them current.

> The Department has already issued two documents to the field--the first in December 1974 and the second in March 1975--to indicate the actions which principals should take.
>
> The first document, the "Superintendent's Plan of Action to Deal with Student Unrest and Campus Disturbances," outlined the roles of the state office, district

offices, school principals, teachers and students respectively. It also provided principals with a "laundry list" of activities being offered by the Windward District to deal with the problems of unrest and disturbances, the purpose being to provide principals throughout the state with an opportunity to examine and improve upon their own procedures.

The second document, "Student Safety and Negligence," was a legal memorandum issued by the National Association of Secondary School Principals in January 1975. It examined the subject of tort liability stemming from negligent conduct on the part of the principal. Numerous court decisions were cited by the author, an attorney for the San Diego City Schools, and a dozen or so guidelines offered to the principal to avoid placing himself or the school system in legal jeopardy.

C. The Department should guard against overstating its capacity to deal effectively with the problems of unrest and violence.

There is no denying of the fact that acts of lawlessness and unrest involving our students are a concern of the Department. But it does not mean that the Department alone can deal completely with that problem. As with many of our other social ills--poverty, ill health and unemployment--a concerted effort should be made by all social welfare agencies to contribute to the solutions.

D. The responsibility of teachers pertaining to student behavior must continue to include the supervision of students under their charge. Helping maintain a school environment which is safe for all students is also a part of that responsibility.

Teachers should act in cases where the safety of any student is in jeopardy. The form of action would depend on the nature of the problem and the individuals involved. But in no instance should teachers act in a way which could lead to charges of negligence or poor judgment.

E. The causes as well as the symptoms of unrest should be dealt with in tandem.

Attention to and resources for dealing with the "symptoms" of unrest are as important as attention and resources directed at the "causes" of unrest. There is no sensible way to mark clearly the relative emphasis that "causes" of unrest should receive over "symptoms." Efforts, therefore, to get at the causes of student unrest should not be relaxed. At the same time sufficient attention and resources should be directed at coping swiftly and adequately with any outbreak of violence.

F. The Department should centrally oversee and improve upon services which are now being provided by several divisions within the state office, several agencies of the state government, as well as several agencies of the county and federal governments.

CHAPTER II
PLANT SECURITY

I. General Nature of the Problem

The general problem is the high loss being experienced by the Department of Education in terms of time, money, and property as a result of vandalism, fires, and burglaries.

A. Vandalism

The cost of repairing vandalized school property is a substantial and increasing problem. The estimated total costs are, by fiscal years:

		% Increase
1972-73	$208,972	--
1973-74	222,446	6%
1974-75	316,000	42%

B. Fires

The number of fires in Oahu schools has increased steadily from 13 in 1972 to 38 in 1974, with 24 reported up to February 11 of 1975. The costs of fires vary depending upon location, type of structure and response time after ignition, so that the costs involved vary considerably from one year to the next. In 1972, for example, two entire school buildings burned to the ground. The total replacement cost (not the value of the items burned) of structures, supplies and equipment items burned in the past three calendar years are:

1972	-	$3,538,565.37
1973	-	472,169.03
1974	-	1,014,619.09

C. Burglaries

Burglary data are available in the form of original purchase costs of items reported by the schools, libraries, and offices as stolen and include only state owned property (i. e. personal property, cash, and supplies are not included). The reported losses have generally grown over the period from 1965-1975. The losses grew from $14,004 in fiscal 1965-66 to a peak of $159,601 in 1970-71. Losses dropped for the next two years, or until 1973. They then began a climb which shows no signs of slowing with $47,565 and 126 burglaries already reported in the first four months of 1975, a 45% increase over the same period of 1974. The losses reported by fiscal years are:

Fiscal Yr.	Incidents	Dollars	% Change
1965-66	63	$ 14,004	--
1966-67	123	32,759	134%
1967-68	155	42,186	29
1968-69	219	66,159	57
1969-70	309	65,884	- 0.4
1970-71	446	159,601	142
1971-72	392	120,133	-25
1972-73	218	78,395	-35
1973-74	250	85,131	9
1974-75	280	124,000	45 (estimated)

D. Combined Losses

When these losses are combined for three calendar years during which figures are available, the totals are:

1972	$3,920,903
1973	703,438
1974	1,455,912

Average loss = $2,026,751
Average cost per pupil = $11.32

E. Current Status of Prevention Measures

1. Construction

The Department of Education and the Department of Accounting and General Services agreed in 1974 upon a set of specifications to be used in the design and construction of new schools and in the repair and maintenance of existing schools which would make the schools more resistant to damage and entry.

2. Detection/Prevention

- The police department has its patrols check school campuses and libraries as part of their regular patrol schedule.

- From January 10 to June 10, 1975, the School Security Patrol pilot project provided night patrols at 10 Oahu schools which received twice nightly checks. From February 15 to June 10, 1975, the service was extended to an additional 17 schools on Oahu with 10 receiving twice weekly patrols and 7 receiving once weekly patrols on a random schedule.

- Silent burglar alarms are located in the administration buildings of 20 schools and one district office. These alarms operate via ultrasonic sound waves and signal an alarm direct to the 3M Alarm Service offices.

- In 1972 ninety-eight portable alarms were provided 53 schools. Of these, 51 are still in service. These alarms emit noise and light at their location when tripped.

- County Fire Departments check the schools annually for fire hazards and checks equipment such as alarms and fire extinguishers.

- The School Repair and Maintenance section of the Department of Accounting and General Services has been providing paint and assistance upon request for organized efforts by schools to involve students and parents in painting school buildings.

- A variety of counseling and curriculum programs exist in some or all of the schools. These include such projects as Special Motivation Classes, Law and Justice Awareness, Outreach Counseling and many others (see Annex A). Many of these special programs are funded only in low income areas and are not available to schools in more affluent areas even though problems do exist there.

F. Causes

The alternatives to be considered in this plan fall into two general categories: (1) Security Measures--measures taken to stop or prevent the actions from occurring, and (2) Preventive Measures--measures that attempt to treat the causes of antisocial behaviors. A part of the problem is that the sciences of sociology and psychology have not yet developed to the point of being able to give a comprehensive answer to the question of what are the causes and solutions of negative behavior. In order to provide a basis for developing preventive measures, we can provide here some of the causes that have been set out, in some cases with the backing of expert opinion,[1] and in other cases with the backing of some research.[2]

---

[1] Ward, Colin, Vandalism, Van Nostrand Reinholt, New York, 1973.

[2] Cline, Victor B., "TV Violence," Ladies Home Journal, February 1975.

- Alienation. An individual performs an act against the school for revenge against a teacher, principal, school, or society and its establishments in general.

- Social Protest. An individual feels that the building, fence, or other structure represents something counter to his beliefs. He may for example be opposed to compulsory education or certain school regulations.

- Play. An individual, having unfilled leisure time with no suitable alternative recreation and lacking a sense of value for or ownership in the school or library, may find considerable amusement in trying his marksmanship skills against a few windows or lights, or he may feel an urge for literary expression on the school walls.

- Values. An individual may lack a sense of ownership in and value of school and library properties which when combined with any of the above motives can easily lead to destructive acts.

- Need and Greed. An individual may steal school or library property out of a need to obtain money to provide his basic or higher order necessities or simply because of the desire for more money.

- Drugs. The use/abuse and sale of drugs support and motivate a large element of criminal activities in the community.

The following additional causes were set out by Dr. Owen B. Kiernan, executive secretary of the National Association of Secondary School Principals in his statement to the Sub-Committee to Investigate Juvenile Delinquency of the U.S. Senate Committee on the Judiciary.[3]

- Lethargic Courts. "The actions of the courts are often delayed or equivocal, encouraging students to consider themselves beyond the law and causing a feeling of helplessness among the victims."

- Openness of Schools. "One factor in the increased tide of violence and vandalism in the schools is the increased openness and lack of controls placed upon young people today. ...A certain proportion of young people just have not been able to use their freedom constructively and positively."

---

[3] Kiernan, Dr. Owen B., School Violence and Vandalism, NASSP, April 16, 1975.

- Student Rights. "I want to strongly reaffirm our support of 'student rights' ... but ... such rights must be balanced by responsibilities ... primary among them is to respect the rights of others."

- Teacher Apathy. "A strong trend among teachers has developed to guide and direct students only in the classroom, leaving the responsibility for controlling behavior elsewhere entirely up to the 'administration'."

- Parent Ignorance and/or Indifference. "One of the most appalling features of this nation-wide problem is the lack of knowledge on the part of far too many parents as to the whereabouts of their children. ...Allowing children to run the streets unchecked and unsupervised is the perfect formula for producing the irresponsible young citizen and potential vandal."

- Collateral Curriculum. "Students in school and out are taught by many curricula. ...The opportunities for miseducation are burgeoning throughout society. We must all take seriously the fact that we are all taught by radio and television, peer groups and advertising agencies, and by magazines and museums."[4]

Some cautions to consider were expressed by Mr. Joseph M. Brooks, executive secretary of the California School Boards Association:

"The usual recommendations for conflict resolution and violence prevention do not appear to get to the heart of the primary causes of violence. Organizational responses to the issue of crime and violence appear to represent adult organizational philosophy rather than a critical search for basic causes and solutions.

"One could expect parent groups to express on an issue the need for community involvement; teacher organizations to plea for class size reduction; school boards to ask for better teachers through in-service training; school administrators to advocate study, survey and research; juvenile authorities to search for better practices of rehabilitation.

"The suspicion is that these responses are adult needs expressed through adult-oriented organizations and may have little relevance to the identification of individual mental and emotional illness that results in destruction and violence."[5]

---

[4] Kiernan, op. cit., pp 4-7

[5] Brooks, Joseph M., Resource Manual for Reducing Conflict and Violence in California Schools. California School Boards Assoc., Sacramento, California, 1975, p 5.

Mr. Brooks goes on to suggest:

"The solution must recognize that all indicators are that between birth and eight years of age, the factors that cause violence and vandalism and all other forms of anti-social behavior have done their work. We know today there is no such thing as child and adult behavior. There is only consistent human behavior expressed in cognitive and emotional responses learned at a very early age. Help when and where needed should be the primary objective of early childhood and elementary education.

"Helpful programs must, therefore, be taken to the child at an early age -- this means: (1) to his home, (2) to his school, (3) to his church and social activities, (4) to his neighborhood street and playground. Our elementary schools must become family-centered institutions." [6]

Another possible cause of anti-social behavior that has been a source of controversy for the past 18 years or longer is TV violence. The currency of this issue is demonstrated by a campaign against violence on TV announced by the California School Board Association in a special report issued in March 1975, and the devotion of the entire June 14-20 issue of TV Guide magazine to a special issue on violence on TV. [7, 8] The issue of violence on TV took on pressure from Congress and the public when, in 1972, the Surgeon General in his report to Congress on the conclusions of a $1 million research project said that the evidence was "sufficient to warrant appropriate and immediate remedial action." [9] In addition, Dr. Robert M. Liebert, a psychologist at SUNY and a principal investigator for the Surgeon General's report, after analyzing 50 studies covering the behavior of 10,000 children, ages 3 to 19, stated, "The more violence and aggression a youngster sees on television, regardless of his age, sex or social background, the more aggressive he is likely to be in his own attitudes and behavior." [10] Dr. Liebert added that one study showed that, "it was not a boy's home life, not his school performance, not his family background, but the amount of TV violence he viewed at age 9 which was the single most important determinant of how aggressive he was 10 years later at age 19." [11]

---

[6] Brooks, op. cit., p 6.

[7] Newsgram, California School Boards Association, March 12, 1975.

[8] TV Guide, June 14-20, 1975.

[9] Ibid, p 8.

[10, 11] Ibid, p 10.

In commenting on violence, Isaac Asimov pointed out that it has had survival value for thousands of years while man fought for his existence against man and beast, but he goes on to say:

> "We've got to get rid of violence for the simple reason that it serves no purpose any more ... human enemies are no longer the prime threat to world survival.
>
> "The new enemies we have today -- overpopulation, famine, pollution, scarcity -- cannot be fought by violence ... it must be by human cooperation and global determination. It is this that we had better start practicing. It is with tales of brotherhood and cooperation that we had better propagandize our children."[12]

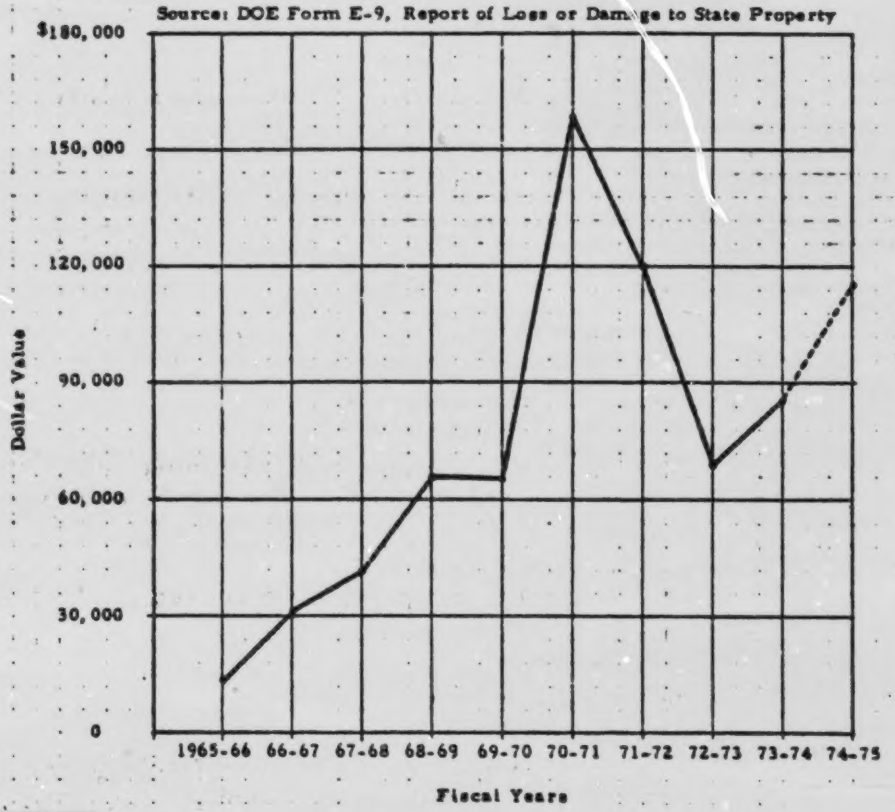
II. Reasons for Attention at this Time

A. The Increase in the Number and Cost of Incidents

The increase in costs of burglaries and vandalism and in the number of incidents of fires is evident in the data presented in section I. This trend is shown quite vividly in the following charts.

ANNUAL BURGLARY LOSSES BY FISCAL YEARS
1965-66 To 1974-75

Source: DOE Form E-9, Report of Loss or Damage to State Property

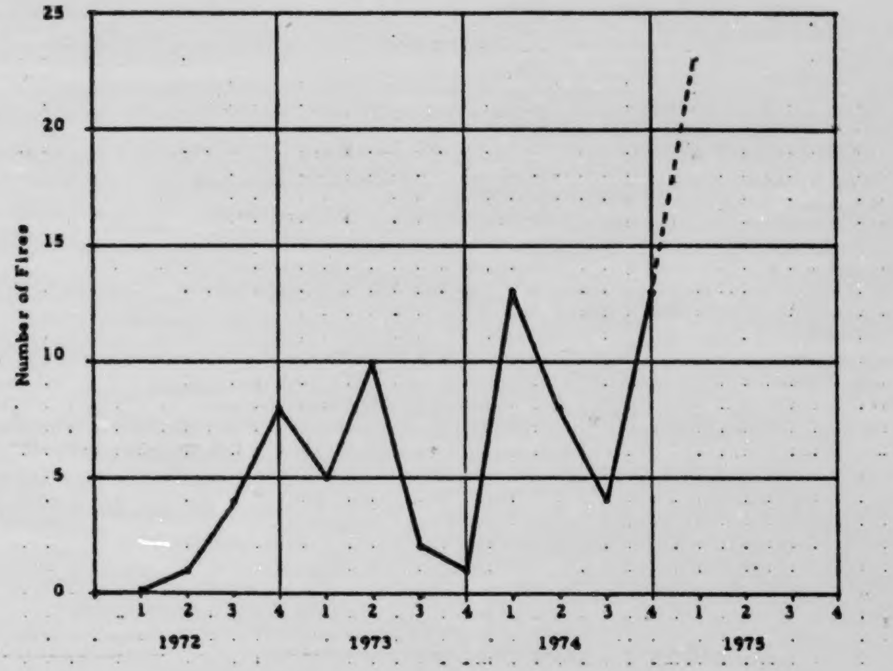


---

[12] TV Guide, op. cit., pp 30-31.

NUMBER OF FIRES IN SCHOOLS BY QUARTERS (OAHU ONLY)
1972 TO Feb. 11, 1975

Source: "School Fires 1972-1974" and "Summary of Fire Alarms and Emergencies"
By the Fire Alarm Bureau, Honolulu Fire Department



B. Growing Concern of the Public News Media, Legislature, and the Board of Education

Increasingly, community groups have been voicing their concern over the increasing incidences of vandalism, burglaries, and fires in the school.

The news media shows an increasing concern with the problem as they devote more space and attention to the issues in articles and editorials.

One of several indicators of the Hawaii State Legislature's concern is the passage of a bill establishing the School Security Patrol pilot project.

The Board of Education has often expressed its long-standing interest and concern.

C. The Superintendent's Direction

To deal with the problem on a more comprehensive, systematic, long term basis, the State Superintendent requested the development of this plan -- specifically, he indicated that the plan should include a Plant Security component.

III. Target Groups

A. Department of Education Physical Plants and Contents

The major goal of this component of the plan is to reduce the destruction and theft of materials on or in all facilities used by the department to conduct its programs. Thus, recommendations shall relate to the design, construction, maintenance, security, and management of these facilities.

The facilities include 225 schools, 7 district offices, the state office, 2 leased offices and facilities, and 40 libraries.

The school and district level facilities have been constructed over the years at a total initial cost of $319,726,308. These structures contain equipment estimated at $74,000,000. The replacement costs for some of these items could be up to 20 times the original cost, so that the present value would be more difficult to establish. This is especially true since some of the items might not warrant replacement if lost.

B. Potential Burglars, Arsonists, and Vandals

This group is included since some of the recommendations of this component are designed to prevent or dissuade some of these individuals from their activities.

Although it is not possible to determine the exact composition or size of this group, the participation of school-age youths may be inferred from the following arrest records.

Juvenile Arrests of Public School Students (Oahu only)

	1973	1974
Part I Offenses*	2,805	3,228
Part II Offenses*	2,475	2,751
Total	5,280	5,979

---

*Part I offenses include murder, manslaughter, rape, robbery, larceny, aggravated assault, burglary, and auto theft. Part II includes all other offenses such as vandalism and gambling.

C. Students

This group is included since some of the programs are designed to elicit peer pressure against anti-social behaviors.

IV. Beneficiary Groups

A. Students

The students would be the primary beneficiary group because they would find a more conducive atmosphere for study in which there would be a reduction in losses of time, the use of equipment, the use of facilities, and would undergo fewer disruptions.

B. Taxpayers

The taxpayers would benefit by a more efficient use of their money, since less of it would go to the replacement of losses.

C. Library Patrons

Library patrons would benefit from reduced losses of equipment and reduced damage to facilities.

V. Programs Related to this Problem

A. Compensatory Education (EDN 202)

This program includes many projects that deal directly or indirectly with some of the causes of unproductive behaviors such as the statewide dropout program and the work study program. It also includes the School Security Pilot Project.

B. Physical Plant Operation and Maintenance (AGS 807)

This program includes the repair and maintenance of school facilities through which the security of facilities can be improved.

C. Planning, Analysis, and Budgeting (EDN 502)

This program includes the planning and designing of facilities, activities which can provide for the construction of more secure facilities. This program also includes the capital improvements budgeting process through which priorities for the replacement of high risk structures may be given high priority.

D. Counseling (EDN 401)

This program includes counseling students who have problems of emotional or social adjustment which could lead to anti-social behavior.

E. Regular Instruction (EDN 102, EDN 103, and EDN 104)

The regular instruction program includes guidance courses and counseling which can help students to find more meaningful, interesting areas of study which can result in increased satisfaction with school. Courses such as Ethnic Studies can lead to increased understanding and improved student behavior.

F. Public Libraries (EDN 602)

This program provides for enlightenment, personal achievement, intellectual development, and leisure time opportunities of the public by providing materials and services appropriate to the needs of patrons at the several types of public library facilities.

G. All Lower Education Programs -- Capital Improvement Portions (same as C)

H. Public Safety (various)

This includes all programs for the confinement, counseling and rehabilitation of adults and juveniles who commit acts against department property (e.g. Parole Supervision, Family Court, etc.)

VI. Objectives Related to this Problem

A. To reduce incidences and costs of burglaries, vandalism, and fires in the schools and the disruption they cause in the learning process.

B. To maintain comprehensive, up-to-date information on incident trends and provide timely response and planning to meet developing trends and critical situations.

VII. Measures of Effectiveness Related to this Problem

A. The number of burglaries reported during the fiscal year.

B. The value of items stolen during the fiscal year.

C. The number of incidents of vandalism reported during the first year.

D. The cost of repairs for vandalism during the fiscal year.

E. The number of fires reported during the fiscal year.

F. The cost of replacing or repairing items damaged by fire during the fiscal year.

G. The number of juvenile arrests for vandalism, burglary, and arson during the fiscal year.

H. The number of interventions by police and other officials during the fiscal year.

I. The number of interventions attributed to detection devices.

VIII. The Framework of the Analysis

A. Kinds of Alternatives Considered

The alternatives considered fall within two categories.

1. Security Measures. These measures attempt to stop or hinder destructive acts by protective means.

   Those measures involving funding for devices, facilities, or services have been considered at levels which would include only high risk locations. Those measures of a procedural nature have been considered on a statewide basis. The kinds of alternatives considered include:

   a. Entry alarm systems
   b. After hours security patrols
   c. Construction and repair and maintenance practices
   d. Security practices
   e. Resident personnel
   f. Contractual or employee provided fire/safety inspection
   g. Incident reporting/analysis system

2. Preventive Measures. These are measures that attempt to treat psychological and social causes of destructive acts. The kinds of alternatives considered here include:

   a. Incentive programs
   b. Community involvement
   c. Public awareness

B. Analytic Methodology

1. Existing data on burglaries, vandalism, fires, and alarm reports will be examined for correlations, trends, and high risk sites.

2. National literature on practical experiences of other school systems will be reviewed.

3. School systems using promising measures will be visited.

4. Where possible, comparisons of cost and effectiveness of various measures will be made.

5. The School Security Pilot Project will be evaluated.

C. Major Assumptions

For the purpose of devising alternatives, it has been assumed that the causes listed under I. General Nature of the Problem are valid.

IX. Alternatives

A. Security Measures

1. Entry Alarm Systems

Basic configurations of detection and signal systems may consist of: detection devices, transmitting devices, receiving devices, and response strategies.

Detection of entry may be accomplished by:

- Ultrasonic - a detector which emits sound waves above the audible range within the protected area and monitors the wave pattern established by the configuration of the room and objects. The system detects any disturbance in the wave pattern which persists beyond a preset threshold time.

- Audible - Same as ultrasonic except the sound waves are generated in the audible range to act as a warning to would-be intruders that the area is protected. It is not tripped by smaller than human size objects as easily as ultrasonic.

- Microwave - Operates on the principle of radar covering an elliptical area rather than blanketing the room as " 1) and 2) " do. (Desirable in larger areas with solid walls.)

- Infra red - Detects to motion of warm objects and less subject to some of the false alarm characteristic of the above detectors. Also detects fire.

- Infra-red Beams - Detects the movement of objects through invisible beams of light that can be pulsed to foil potential thwarting attempts. Less susceptable to false alarms but doesn't give volume coverage.

- Sound - Microphone or speaker detection of noises in the protected area.

- Metallic Strips - Detect the opening of doors or windows or the breakage of glass. Subject to vandalism in mainland experience -- kids like to cut it or peel it when it is turned off during the day.

Transmitting of the alarm may be accomplished by:

- Local Alarm - A loud bell or other sound-producing device alerts the intruder and community to the entry.

- Leased Line - The transmitter is wired via direct continuously connected telephone circuits to a base station which continuously monitors the detection status off/on or tripped.

- Digital Dialer - A solid state dialer telephones a predetermined number -- police, base station, school official -- until connected and transmits the location code of the incident after which sound from the source can be monitored.

- Multi-plex - Same as "2) and 3)" except as many as 6 intrusion detectors and 3 fire detectors and 4 system status checks may be signaled on one line.

Receiving of the alarm signal may be accomplished by:

- Base Station - Electronic receiver which, using a direct leased line, monitors the status of the detection equipment and emits a signal when an entry is made, or when a digital dialer is used, the base station accepts calls, decodes the message and indicates or prints out the location of the alarm.

- Telephone - Some digital dialers dial a pre-selected phone number and play a pre-recorded message indicating a burglary in progress and indicating the location.

Response to the burglar alarm may consist of:

- Alarm Company/Police - The alarm company reports the alarm to the police department and dispatches one of their own teams to investigate.

- Police - Upon receipt of an alarm only the police department is notified.

- Alarm Company - The alarm company personnel are sent to investigate and call the police in case of an actual entry.

- School Security Police - School security patrols are diverted to the scene of the alarm and police are notified.

- School Security - Only the school security patrol investigates.

A complete alarm system may consist of any combination of the above elements. At present, the Department of Education is using two alarm systems.

In 1966 some of the schools instituted burglar alarm service by contracting with Central Alarm, now known as 3M Alarm Service. Some schools were added through the years until we now have 20 schools and the Honolulu District Office using the service. Most of the schools have only one area protected, the main office which was once the major target for burglars. The system consists of ultrasonic detectors, leased lines, base station at the 3M office, with 3M Alarm Service and police response.

The second type of alarm in use consists of portable alarms which sound an alarm at their location. Of 98 purchased in 1971, 51 are now in operation and 26 out of 53 schools reported satisfactory service.

Waianae High School is in the process of requesting District funds to install a pilot system which uses the public address system for sound detection together with a digital dialer which will notify the police which of three zones in the school have been entered. This system represents an outright purchase cost of $4,000, while the 3M system cost is around $300-$600 for installation and a monthly charge of around $60 for each zone.

There are several companies offering burglar alarm systems for sale locally. Three companies provide base station leased line services and have Underwriters Laboratory licenses. One company provides base station operation with digital dialer operation.

Discussions with alarm service personnel, police officers, and school security directors from mainland school districts elicited the following information:

- Alarm service companies prefer that police officers respond and capture any suspects.
- Police officers are reluctant to respond after a history of false alarms and may have to respond later when busy with urgent matters on peak crime nights.
- Alarm service companies prefer to match the type of equipment used to the application.
- Mainland districts with years of experience prefer having their own base stations with response by their own armed uniformed radio dispatched patrol units.

The available data on burglaries show that no longer are administrative offices containing typewriters the only targets of burglars. Schools now contain valuable equipment in visual rooms, typing classrooms, music rooms, automotive shops, etc. Considering this, and the other kinds of information cited, the following two alternatives are presented.

Alternative 1: Schools and Libraries Protected by Alarm Service

a. Description. This service should be obtained by asking the various alarm services to submit bids. The service should include: (1) 1-6 zones protected in each school, library or office depending upon layout and burglary loss records; (2) monitoring by the alarm service; (3) response by the alarm service and the police department; and (4) coverage of the 38 high incidence schools, offices and libraries showing a five-year loss of at least $2,500.

b. Effectiveness. The data available in the form of incident reports dating back to 1966 on file in the 3M Alarm Service were analyzed and the following information was obtained:

Reports	False Alarm	Break-ins
128	47	81
Break-in with loss	Break-in w/ No Loss	Break-in w/ Apprehension
7	74	37
No. Apprehended	False Alarm Defect. Equip.	False Alarm Subscriber Error
62	0	47
Daylight Break-in	Night Break-in	Break-in w/Adults Apprehended
25	56	5

These data indicate that there were no losses in 91% of the break-ins. Of the 7 break-ins with losses, the losses were of little value except in 2 cases. Thus the effectiveness might be interpreted as preventing 97% of the total losses possible in these cases.

The cost of the alarm service over the 10-year period was approximately $50,000 (the average length of time during which schools had alarm service was 4 years). Tabulation of burglary losses disclosed that the average loss of equipment in school office burglaries has been approximately $708 per burglary. Thus, the loss prevented by direct intervention was approximately $55,932 (= $708 x 79). When supplies, damage to facilities and personal property losses are added, the saving might have been approximately $63,200 (estimate), so that the cost-effectiveness ratio is approximately 56 to 63 or .88 to 1.

This does not include however the unknown number of incidents prevented by the presence of the system or the knowledge gained by the apprehension of 37 suspects.

The estimated six year burglary losses at the suggested locations from 1971 - 1976 is approximately $484,000 (equipment only). If the most valuable equipment is stored in protected areas and the effectiveness is 70%, then the six year savings might be $338,000 (or more since the burglary rate seems to be increasing.)

c. **Cost.** The initial cost and maintenance costs can vary with physical layout, distance from central office, and kind of equipment used. The current annual service charge for the 3M service averages $480 per protected area. The installation charge is $300 per protected area.

This type of arrangement represents a lease arrangement which includes maintenance of the equipment.

The six year cost for each protected area would be:

$300 x 1 =	$ 300	Installation
$480 x 6 =	2,880	Service Charge
Total	$3,180	

Based upon the number of times the total burglary losses for the time period Jan. 1971 - May 1975 can be divided by the total alarm service cost, the suggested placement of alarms is:

	Number of Schools	Number of Areas Protected	Total Areas
	3	6	18
	2	5	10
	3	4	12
	8	3	24
	12	2	24
Total	28		88
	Other offices and libraries		8
		Total	96

The six year cost is:

1976-77	$ 74,880
1977-78	48,384
1978-79	50,803
1979-80	53,343
1980-81	56,010
1981-82	58,811
Total	$ 313,432

These figures would include a $9,600 annual cost already in the budget as operating expenses for the 20 burglar alarms in the schools and offices to date. This difference, however, will be left as an expansion to cover the fire detection devices. The exact number of fire detectors needed should await a review of high risk structures.

While these costs are based upon current 3M Alarm Service charges, similar service at comparable cost is available also from Sentinal Alarm Company and Alert Alarm Company. These three are the only Underwriters Laboratory approved alarm service companies on Oahu.

The net savings over a six year period might be $338,800 - $313,432 = $25,368.

d. Spillovers. Some of the harmful effects to students and and staff in finding school and personal materials stolen and plans disrupted may be prevented.

e. Other Considerations. Since the relative effectiveness and reliability of competing equipment and services are not known, a trial period in which different systems are used might be helpful in determining which system to use.

Campbell High School has now installed 3M Alarm services in 3 locations. Waianae High School has initiated a request for a trial of a sound system. Mr. Neal Chabot, consultant for Vanguard Alarm Service, is installing a digital dialer system in one school for a 6 month demonstration at the Company's expense. The John Harding Company has submitted a proposal for a trial at cost of an audible alarm system. These alternatives should be carefully evaluated in determining which type of system to use.

Since this type of program represents preventive maintenance and has been financed and managed via Department of Accounting and General Services' Central Services Branch in the past, it is suggested that this procedure continue with distribution of services determined jointly by DOE and DAGS.

Alternative 2: Schools Protected by Portable Alarms

a. Description. Portable alarms may be set up in high risk areas of the school. These alarms signal entry by emitting a loud noise which can be heard throughout the campus area. Response depends upon neighbors or passersby notifying the police or school authorities. The effect is based upon the noise scaring the intruders away when they know that they have been detected or fast response by police.

b. Effectiveness. In 1971, 95 Intruder alarms and horns were purchased for use at 42 schools. In April 1975 these schools were surveyed by questionnaire to determine the effectiveness of these alarms. The responses were:

Question	Response		No. Resp.
Number installed	95		
Number operating	50		
Satisfactory	Yes 52%	No 45%	2%
False alarm easily	Yes 60%	No 40%	0
Require constant repair	Yes 21%	No 74%	5%
Easily ident. & accessible	Yes 45%	No 55%	0

Some comments were:

Complaints from neighborhood
Prefer silent alarm
Need better quality alarm
Alarm stolen
Noise sets off chain of audible alarms
Lost in fire
Should get centralized system
Good first time only--once people become aware of what it does...its effectiveness diminishes.
Students make a game of pounding on the door to set off the alarm in the classroom
...impractical to have it repaired again

In all, there were 12 negative statements.

This type of alarm appears to be limited in application and prone to malfunction. It depends upon fright and the cooperation of neighbors and may be useful in selected areas.

c. Cost. The costs consist mainly of original purchase price and maintenance costs. The Intruder alarms originally purchased in 1971 cost $92.35 for the alarm unit and $72.38 for the horn units.

d. Spillovers. The noise could win the ill will of the community.

e. Other Considerations. The feasibility of repairing and redistributing the existing alarms should be investigated.

When such local alarms are used, neighbors should be provided with cards containing instructions and phone numbers for use when they hear an alarm.

2. After Hours Security Patrols

The one year pilot project employing school security patrols which was established by the Seventh State Legislature (1974) is fully described in the "Evaluation of the School Security Patrol Pilot Project."

The night patrol service was first provided beginning January 10, 1975 on a twice nightly random schedule (between 8 pm and 6 am) to 10 schools in the Windward District. This was done using one roving patrol of two people with one automobile. Due to the rising incidence of vandalism and burglaries, services were extended to 27 additional schools in the Leeward District with 12 schools receiving non-scheduled once weekly visits Monday through Friday and 10 schools receiving non-scheduled visits once per week Saturday or Sunday. Five schools were included in both coverage plans, i.e. they received twice weekly visits.

The evaluation[13] disclosed that both the twice nightly and twice weekly services were effective in reducing the incidences of burglaries and malicious fires by approximately 50% relative to the past (1972-1974) proportion of Oahu incidents occurring in these schools. The principals at those schools having both day and night service noted that most of their vandalism seemed to occur between 4:00 pm and 8:00 pm when the schools were not protected. Thus, to be more effective deterrent of vandalism, the patrols should be provided all non-school hours.

The following two alternatives describe alternate use of night patrol service.

Alternative 3: After Hours Patrol Service for Selected Oahu Schools and Libraries

a. Description. Each patrol unit shall consist of one or two men in one automobile who shall visit each of the 34 schools and 9 libraries on an assigned list, during non-open hours, twice daily, two days, Monday through Friday on a random schedule and twice daily Saturday or Sunday on a random schedule. For each school and library visited the patrol shall have the following duties:[14]

---

[13] Evaluation of the School Security Patrol Pilot Project, Planning Services Branch, Office of Planning and Budget, Department of Education, State of Hawaii, January, 1976.

[14] Excerpted from "A Request for Proposal, Security Guard Services for Selected Oahu School Campuses of the Department of Education, State of Hawaii;"Compensatory Education Section, Department of Education, October 22, 1974.

- Check the security log of the school for any special instructions or information.

- Check the school campus to be sure that all phases of security are being maintained--checking doors, windows, and noting any conditions which may lead to problems. Any discrepancy should be noted in the security log (date, time, and location).

- Driving throughout each area and walking patrols to make spot checks on areas of special attention.

- Loitering within any school is not permitted. All persons violating this rule shall be asked to leave. Should any disturbance occur when loiters are asked to leave, responsible personnel and authorities should be notified.

- The presence of unauthorized vehicles on campus should be noted by reporting license plate numbers. If vehicles are occupied, the identity of occupants and the reasons for their presence should be ascertained when feasible.

- In the event that any pilfering or vandalism is in progress while on a tour of duty, the guard shall notify responsible authorities, Department personnel responsible and the security agency management in that order.

b. Effectiveness. The Security Patrol Pilot Project evaluation showed that incidents of burglaries and malicious fires dropped approximately 50% at the protected schools in relation to non-protected schools. With schools being patrolled throughout the period when the schools are closed, this percent might be expected to improve, together with a significant reduction in vandalism which seemed to occur during the period previously not covered. Since the schools recommended for coverage account for approximately 80% of the burglary, vandalism and arson incidents, the night patrol project could result in a reduction of 50% or more in such incidents. It is more difficult to predict dollar savings since the cost per incident can fluctuate widely and the type of individuals who have the sophistication to thwart security measure could be expected to go away with larger hauls. The estimated average burglary loss, Jan. 1971 - May 1975, at the suggested locations to be patrolled is $53,208 (After hours school security patrols and burglar alarms $49,988 and after hours school security patrols $3,220). The average annual loss to fires in which the cause was identified as malicious (1972-1974) was $153,976. Of the fires in which a cause was listed, 89.3% were identified as malicious. Thus, of the unknown cases ($210,408), approximately $187,894 was probably due to malicious causes. The total average annual loss at the suggested locations is thus $395,078 (=$53,208 + $153,976 + $187,894). If an effectiveness level of 50% is assumed, the annual savings would be $197,539.

c. Cost. The cost estimate is based upon the Burns International Security Service Bid Proposal for the 1975-76 school year which is $7.90 per location per day of coverage (i.e. $553.00 for 70 days = $7.90 per day). For 52 weeks, 3 days per week, the cost for coverage of 34 schools is 52 x 3 x $7.90 x 34 = $41,901.60.

The cost for the same services to 9 high risk libraries is:

52 x 3 x $7.90 x 9 = $11,091.60

The total cost estimate for 1976-77 would then be $41,901.60 + $11,091.60 = $52,993.20. Compared to the estimated annual savings of $197,539, the net savings realized would be $144,546 or approximately $867,276 over a six year period.

The projected six year cost, projected at 5% annual inflation, would be:

1975 - 76	$ 33,261
1976 - 77	52,993
1977 - 78	55,642
1978 - 79	58,424
1979 - 80	61,346
1980 - 81	64,413
	$326,079

d. Spillovers. School communities could feel safer knowing that their school is less of an attraction to undesirable elements.

Alternative 4: After Hours Patrol Service Responding to Burglar Alarms

a. Description. This alternative combines the security patrol and burglar alarm systems. The alarm system would be the same as the described in Alternative 1, expect that the security patrol units would be notified by radio of any alarm being tripped in a school or library. The nearest patrol unit would respond to the alarm and determine whether an actual break-in has occurred. If so, the police department, which would have been alerted to a possible entry would be immediately contacted. The security patrol would be the same as described in Alternative 3 above, or if this proves efficient, it might be possible to cover the same areas with fewer patrols.

b. Effectiveness. Two of the problems experienced with alarm systems in which response is made from the alarm service office and by the police department have been (1) long response time at distant locations and on high incident nights when the police force is busy responding to many problem situations and (2) using valuable police time to respond to false alarms.

It is expected that this alternative would increase the efficiency of both the patrol and alarm systems.

One of the analysts from the Office of Planning and Budget, Planning Services Branch, attended the annual meeting of the National Association of School Security Directors during the week of July 14, 1975. At this meeting he had the opportunity to discuss security problems with the security directors from many large mainland school districts such as Seattle, Los Angeles, Dallas, Boston, etc. The unanimous recommendation was that the burglar alarm response should be done by school security patrol personnel. Some of these school districts have had their own security personnel for as long as 18 years.

The security directors were also unanimous in recommending that the security patrol personnel should be Department employees. This sort of decision however should be deferred during such a trial and developmental stage in which the Department is now engaged.

The schools and libraries recommended for coverage experienced the following burglary losses:

Service	1971-May 1975 Burglary Losses	Average Annual Loss
Night Security and Alarms	$220,781	$49,988
Night Security Only	14,223	3,220
Burglar Alarms Only	135,332	30,641
Subtotal	$370,336	$83,849
All Other Facilities (non protected losses)	71,820	16,261
Total	$442,156	$100,110

Fire losses due to probable malicious causes experienced by the schools suggested for night patrol service was estimated in Alternative 3 to be $153,976 + $187,894 = $341,870.

Thus, if an effectiveness of 70% is assumed in the prevention of burglaries in schools with alarm service and an effectiveness of 50% is assumed in preventing burglaries and fires at the schools receiving night patrol service, the annual savings could be:

$ 49,998 x 0.70 = $ 34,992
3,220 x 0.50 = 1,610
30,641 x 0.70 = 21,449
341,870 x 0.50 = 170,935
$ 228,986

c. Cost. The costs if both systems are identical to the preceding alternatives would be additive.

	Alarm System	Patrol Service	Total
1975-76	-	$ 33,261	$ 33,261
1976-77	74,880	52,993	127,873
1977-78	48,384	55,642	104,026
1978-79	50,803	58,424	109,227
1979-80	53,343	61,346	114,689
1980-81	56,010	68,413	120,423
Total	$283,420	$326,079	$609,499

Note that the anticipated savings for 1976-77 might be $228,986 - $127,873 = $101,113.

d. Spillovers. The gratitude of the police department would be gained for the reduction in false alarm responses. This should cause more prompt response when it is needed.

3. Construction and Repair and Maintenance Practices

In a manual titled "School Security Facility Protection Program" dated January 22, 1974, the Department of Accounting and General Services and the Department of Education developed security guidelines for school facilities. These guidelines include specifications for site selection, master planning, design, windows, doors, lavatories, security screens, etc.[15] One of these guidelines, for example, reads:

> "3) All windows in kitchen, locker rooms, supply rooms, shops, and where equipment are utilized or stored, shall be provided with security screens. Masonry screen blocks may be used instead."[16]

These guidelines are being used and buildings are being constructed of damage resistant design. Repair and maintenance of sites damaged by burglary, vandalism, or fire is being done using damage resistant design and materials.

There are still three problems that need to be addressed in protective design and maintenance:

- Due to changing technology and additional experience, the staff of the Central Services Division of the Department of Accounting and General Services feel that the Security Guidelines for School Facilities should be up-dated.
- Due to funding limitations, the existing schools in high risk areas cannot be brought up to the standards in the guidelines except in the repair of actual damage.
- No matter what measures are taken, determined individuals can defeat the security devices. For example, breakage of lights and loitering in unlighted areas of one school prompted the installation of a roadway light standard of galvanized steel mounted on 2' high concrete base. Someone placed a chain around the standard and used a vehicle to pull it down.

The solution to the latter problem seems to be that even damage resistant materials require protection via surveilance and alarm system in high risk schools. The following alternative is in response to the first two problems.

---

[15] School Security Facilities Protection Program, Manual, CS-Procedure 74-16, Department of Accounting and General Services and Department of Education, January 22, 1974, pp 30-38.

[16] Ibid, p 33.

Alternative 5: Study and Revise Security Guidelines and Construction Priorities for School and Library Facilities

a. Description. A committee consisting of appropriate personnel from the Department of Accounting and General Services and the Department of Education, including Facilities Planning, Budget Services, Planning Services, District Administration, and knowledgeable community members should be formed to recommend changes to the Security Guidelines for School and Library Facilities. In addition, this committee should develop a priority system or strategy which will insure that state and departmental funds are allotted to programs and projects in which improvement is essential or urgent. An example of a priority system is shown in Annex E.

b. Effectiveness. The development of up-to-date secure construction and maintenance guidelines should result in long term savings as future incidents are prevented. As an example, Maili Elementary School has experienced many instances of vandalism in the past year. The administrative offices are protected by masonry screen blocks and the doors have several strong locks. The administrative offices, containing valuable office equipment have not been entered.

c. Cost. The immediate cost of developing the guidelines would be subsumed under operating costs. The costs involved in implementing the guidelines cannot be estimated at this time. It is expected, however, that savings engendered by having more secure facilities would far exceed costs.

d. Spillovers. If every conceivable measure is taken to secure a school is attempted, it could end up looking like a fortress. A mix between aesthetic appearance, security, and functionality must be achieved. It must also be remembered that in some areas such as the outer islands, destruction and theft of school property is almost non-existent (with a few exceptions), so that it isn't necessary to protect every school.

4. Security Practices

Alternative 6: Security Practices

a. Description. No security measure is going to be effective if a door is left open or a window is unlocked. Thus, the procedures followed by school, library, and office personnel are a vital link in securing property. Many of the practices suggested here may already be standard operating procedure in some or all of the facilities, but a review of security patrol logs reveals many instances of non-secured buildings. The following should be practiced where applicable at every Department facility.

1) Housekeeping

- Keep weeds cut down and shrubs trimmed around and under buildings to maintain visibility of all entry points (doors, windows) and to eliminate fuel for fires.

- Do not store items under open wooden buildings which can constitute a fire hazard.

- Store fuel type items such as cleaning fluids, duplicator fluid, welding equipment, etc. in a secure location. Arsonists have often found all that they need to start a fast large fire available in the office.

- Keep walls clear of items that may provide easy access to the roof.

- Keep the campus clear of large rocks and objects that may be thrown through windows.

- Keep refuse containers away from wooden structures and attempt to have them empty before weekends and holidays. They are frequent targets for malicious burning.

- Secure glues and paints in order to deny vandals some of their favorite weapons.

2) Storage of Valuable Items

With the increasing amount of valuable equipment contained in the schools and libraries, thieves no longer need to confine their activities to administrative offices in order to get $3,000 hauls. Some ways of securing this equipment are:

- Locate equipment intensive classes such as typing classes in your most secure rooms or increase the security by adding protective screens, strong locks, metal jalousies, etc.

- Move equipment to a secure area after each use.

- Consider locking valuable equipment to tables, especially in areas with alarm systems, since they delay the burglar. Such devices are available which lock the internal frame of typewriters and adding machines to tables. Costs run from $25 - $43 per unit.

  Some known distributors are:

  Menehune Unlimited (phone 737-4122) and
  Anchor Pad West, Inc., 3731 Robertson Blvd.,
  Culver City, California 90230 (phone [213] 559-7111)

  Systems that lock one corner or that lock the body but not the frame are less effective and not recommended.

- Do not leave personal valuables unattended. Some staff members have had wallets and purses stolen from offices and classrooms while out of the room for a few minutes.

3) Lock Up Procedures

In order to assure a double check lock up system, a daily security monitor should be designated by the administrator. The monitor will check daily to see that all employees have secured their places of work. A checklist may be provided as necessary. Some guidelines for coverage are:

- All records and files are secured in locking cabinets.

- File cabinets, tool and supply cabinets are locked.

- All electrical appliances and office machines are unplugged.

- All windows are closed and locked.

- All cigarettes and cigars are extinguished.

- Any valuables are secured in a locked safe cabinet or secured area.

- Deficiencies are noted and reported.

- Doors are locked.

- Trash cans are checked for ignition sources.

4) Security Committee

Establish a security committee at each school consisting of staff, students, parents, and community members. This committee can:

- Evaluate the security of school facilities and plan for suggested improvements.

- Formulate plans for student-community projects intended to reduce vandalism, violence, etc.

- Plan projects to bring information on school problems before the students and the public.

- Consider alternatives for handling crisis situations.

- Plan projects that promote community-school relations.

This committee can be combined with other committees on student safety and security and campus beautification.

5) Fire Safety/Prevention/Education/Inspection Program

The various county fire departments have fire safety programs ready to present free of charge to most schools schools. (Hawaii district schools outside of Hilo reportedly do not get this service.) The elements of the program consist of:

- Demonstration. An informative and entertaining presentation lasting 35-40 minutes is available in programs designed for children in grade levels K-3, 4-6, and 7-12. (See Annex B-1 to B-3.)

- Teaching Manual. A teacher's manual provided by the Hartford Fire Insurance Company contains outlines for 6 units of instruction on fire prevention, safety, and fighting (see Annex B-6). The manual provides a Junior Fire Marshal's Home Report form which each child uses as a checklist to check his own home for fire safety. After returning the completed form signed by the parents, the child receives a Junior Fire Marshal Certificate.

- Fire Inspection. During Fire Prevention Week, the fire departments conduct fire inspections and fire drills at all schools and file reports with the department.

In view of the availability of these services, the following measures can be taken:

- Set up a program to provide demonstrations annually to all students in grades 3, 6, and 12. This should be coordinated and scheduled on a county basis to insure complete coverage. Two nearby schools could be covered in one day.

- Conduct fire drills at random throughout the school year rather than only during fire prevention week when the students expect it.

- Conduct follow-up or spot-check inspections to assure continued safety and security practices.

6) Security Checklist

Each year, before the start of school and at other convenient intervals, all DOE facilities should be checked for security using the Security Checklist (Annex C). These checklists should be collected and summarized at the district and state level (in the Security Director's office) to provide a needs assessment for security planning.

The Department should use these and other documents to provide priority listings and supporting testimony to assist the Department of Accounting and General Services in obtaining appropriations earmarked for security improvement.

7) Incident Maps

Hang a large map of the school on the wall of the office and insert color coded map pins to indicate the locations of vandalism, burglary, arson, fights, accidents, etc. in order to identify trouble spots on campus.

8) Library Security Measures

Most problems at libraries have occurred during non-library hours, on weekends and holidays on Oahu. Two problems in particular have affected severely the level of services which a library can offer its patrons.

Those problems are arson and the damage to, or the outright destruction of, plumbing fixtures in the lavatories. Both problems have led to a reduction in the number of library hours, or to the closing of the library. For example, bookdrops are used to send down ignited rags and other materials into the library's book collection containers. Tennis balls and other similar items are flushed down the toilets to make the toilets inoperable. In several cases, plumbing fixtures have been unscrewed and removed from the library. When libraries, are closed because of these emergencies, our students and adult patrons suffer.

The following measures can be taken:

- The effort by OLS to build self-contained bookdrops or to locate bookdrops away from the main library structure should be intensified. As an alternative, bookdrops could be discontinued since fines are no longer charged for late books.
- The practice of locking the doors of lavatories and having the library staff issue keys to those lavatories upon request of the patrons be continued in those libraries where abuse of the lavatories is a serious problem.
- Private groups that request the use of library facilities during non-library hours be requested to hire a janitor or janitor/guard to patrol and later clean the lavatories and grounds. (This requirement applies only to those libraries which the regional librarian feels that special janitorial and/or security services are required. This requirement may be relaxed, removed altogether, or reinstituted by the regional librarian, depending on the extent of the abuse.)

9) Neighborhood Alert

Several mainland school districts have found it effective to distribute to residents near campus a card which on one side lists activities to be alert for, and on the opposite side, a list of authorities and phone numbers to call when an incident or suspicious activities are seen. Libraries may also find this measure effective. (Annex F-2)

b. Effectiveness It is difficult to estimate the effectiveness of this alternative except by observing that in many instances losses have been sustained in situations where these procedures have not been in effect. Many of these procedures have been suggested by experts in the fields of security and fire prevention.

An analyst from the Planning Services Branch attended one of the demonstrations presented by Lt. Tom Wong of the Honolulu County Fire Department and found that the audience was impressed with it.

c. Cost. Most of the procedures listed in this alternative can be conducted within operating costs.

d. Spillovers. These procedures will increase the awareness and interaction of many people in the school community.

e. Other Considerations. Units within the Department should share any additional procedures and projects that they have found effective with others by forwarding descriptions to appropriate people in the district and state offices.

5. Resident Personnel

Alternative 7: Families Living on School Campuses

a. Description. The Department would provide free residence quarters for families/or custodians' families on school campuses so that the presence of these families would provide a deterrent to intruders and someone to watch for and report suspicious activities.

b. Effectiveness. The Elk Grove, California School District (student population of 11,000) has implemented such a program called "Vandal Watch." The program appears successful, with burglary and vandalism costs of $12,000 in the previous year (1973-74) compared to costs of $300 up to April of 1975 for the 1974-75 school year.

The problem in evaluating this program for Hawaii arises from the dissimilarity between the two communities. Elk Grove is a farming-cattle community and trailers are accepted there. The live-in program may be particularly suited for Elk Grove because most of their vandalism involves "red-necks cutting up."

This would, in addition, necessitate reversal of the Department's policy of phasing out the 37 resident custodian cottages; the State and UPW have agreed to phase these cottages out by letter of understanding which is part of the blue collar non-supervisory contract.

Also, there appeared to be no significant difference between burglary data for schools with resident custodians and those without.

c. Cost. The cost consists of construction, repair and maintenance of living facilities plus liability insurance, costs which have been termed prohibitive by the administrator of the School Custodial Services Branch.

d. Spillovers. This could give the Department added problems with additional property and people to protect.

Alternative 8: Resident Employees

a. Description. The Department has over a period of years had resident custodians and teachers who live in cottages on campus. A popular opinion holds that such personnel will provide better community relations and thus, act as a deterrent to vandalism and burglary.

b. Effectiveness. When the director of Facilities Branch, Office of Business Services was asked about this alternative, he indicated that a study had been presented to the Board of Education in the past which shoed that:

- The presence of resident custodians was not found to reduce property crime.
- The cost of maintenance and liability insurance was increasingly expensive.

Thus, the BOE adopted the policy to phase out this program. This alternative will therefore not be considered viable at this time.

Alternative 9: Contractual or Employee Provided Fire/Safety Inspection

a. Description. This alternative differs from item 5) of Alternative 6: Security Practices in that the Department would have a person devoting full time to the additional inspections and following up recommendations for corrections. Mr. Michael Topolinski, former fire chief at the Fort Shafter Fire Department has submitted a proposal for such a program (Annex D).

b. **Effectiveness.** It is difficult to evaluate the effectiveness of this alternative since no data on reduction of incidents and injuries in groups having witnessed demonstrations are available. Mr. Topolinski however has considerable evaluative materials for his presentations in the form of testimonial letters from principals and teachers and newspaper articles.

c. **Cost.** The annual cost quoted by Mr. Topolinski for his program per presentation is:

Grade Level	Cost/Session	Number	Total
K - 3	$ 65.00	168	$10,920
4 - 12	75.00	208	31,200
			$42,120

The annual cost is estimated based upon the number of elementary, intermediate and high schools in the State.

The six year cost would be:

1976-77	$ 42,120
1977-78	44,226
1978-79	46,437
1979-80	48,759
1980-81	51,197
1981-82	53,756
	$286,496

d. **Spillovers.** The students and staff could use the lessons learned to improve fire safety and prevention practices at home as well as in school.

Alternative 10: Incident Reporting/Analysis System

One major problem which has made it difficult to evaluate alternatives, allocate funds, and determine the real severity of behavioral and destruction problems in Hawaii's schools and libraries is the lack of a comprehensive up-to-date data collection system. Vandalism data, for example, had to be obtained by looking through the work order files of the School Repair and Maintenance Section of the Department of Accounting and General Services. These data (for Oahu only) have never before been tabulated on a school by school basis. Long term data were not available since these records are only kept on file by fiscal year for one year. Thus, the proposed alternative.

a. Description. The form appearing in Annex F shall be designated as an official Department form. Each school, library, and office administrator shall be required to file copies of the completed form in the school files and send copies to the district offices, the Student Affairs Section (or chain of authority as applicable for non-schools) and to the Superintendent (or Director of Security and Safety) in the event of any incident involving burglary, vandalism (of a non-trivial nature -- marking on a desk top doesn't count but painting a school wall with graffitti would), fire (malicious or not), disruptive behavior, drug abuse, bomb threats, bombs exploded, etc. or any event requiring calling police, fire department or other authorities.

The data obtained shall be tabulated and analyzed in the Superintendent's Office (by the Director of Security and Safety) in order to keep track of arising problem situations and to provide monthly and annual data for an annual report, and for analytic purposes. The data should be stored and analyzed via computer files.

As an aid in identifying problem areas, large maps of the islands showing school locations should be hung on a wall, and color coded pins should be inserted for each incident report that comes in.

b. Effectiveness. Providing the Department the information needed to keep on top of and analyze trouble situations can be very effective in allowing the Department to deal quickly and effectively with situations before they get out of hand.

c. Cost. The costs would consist of computer support, printing of forms, and current operating expenses for personnel time.

The estimated six year cost based upon printing and computer support is approximately:

1976-77	$1,000
1977-78	1,050
1978-79	1,102
1979-80	1,157
1980-81	1,215
1981-82	1,276
	$6,801

d. Spillovers. The staff could answer many queries for data that come annually from local and mainland sources, some of which could result in additional funding.

Data could be analyzed for the purpose of seeking causes and designing preventive programs.

School level personnel could see the reporting form as an additional burden.

e. Other Considerations. The precise format of the form should be worked out in consultation with a computer specialist in order to facilitate computerization.

B. Preventive Measures

1. Incentive Programs

Three types of incentive programs will be presented:

Alternative 11: $1 Per ADA

a. Description. This program is based upon the "$1 Per ADA" program launched by the South San Francisco Unified School District in September 1972 which has since been adopted and adapted by several other mainland school districts.[17] Each school is given a vandalism budget allocation of $1.00 per student at the beginning of the school year. The funds can be used for any worthwhile school project but cannot be spent until the second semester. An accounting of all vandalism costs at each school is kept and costs are subtracted from the original $1.00 Per ADA allocation. Student committees plan the use of the funds and publicize the program. This involvement provides a real feeling for the costs of vandalism and encourages students to police their own groups. Where identification is made, parents are billed and the restitution is credited to the vandalism account of the school. This program would be limited to elementary and intermediate schools based upon the experience of the South San Francisco Unified School District.

b. Effectiveness. The vandalism costs of the South San Francisco Unified School District was reduced from approximately $40,000 to approximately $7,000 per year. A similar reduction for Hawaii's schools would have resulted in a savings of $260,000 in 1974-75.

---

[17] Vandalism, Nation's Schools, Vol. 92, No. 6, Dec. 1973, pp 31-37.

A cursory examination of the data indicated that the program was more successful at the elementary school level than at the high school level.

c. Cost. The cost of the program in the California district was $13,500. In Hawaii, the cost of the program, if established in the elementary and intermediate schools, for six years would be:

1976-77	$ 120,000
1977-78	118,000
1978-79	117,000
1979-80	116,000
1980-81	116,000
1981-82	117,000
Total	$ 704,000

d. Spillovers. The most direct spillover benefit would be the output of the student projects which could include campus beautification and audio-visual equipment, for example.

The other spillovers could include an added sense of ownership of and pride in the schools, more positive student attitudes and behaviors. Some resentment could arise if students feel that others outside their schools are sabotaging their programs.

e. Other Considerations. If the program is adopted, details of budget categorization and administration need to be worked out.

If restitution is to be collected from parents when vandals are identified, then regulations or laws must be passed, identified, or enforced.

Alternative 12: Parent Damage Deposits

a. Description. Some school systems on the mainland have instituted programs in which parents pay a $10 damage deposit at the beginning of the school year. At the end of the school year, each school's vandalism cost is deducted from the Damage Deposit Fund. Any amount remaining is returned equally to the parents.

b. Effectiveness. Data on the effectiveness of this program is not yet available.

c. **Cost.** The costs of this program are mostly to the parents; the schools bearing only administrative cost.

d. **Spillovers.** It is felt that this type of charge would be viewed as an additional tax on the public. Media and parent reaction to such a program would probably be negative. It would, however, shift some of the burden from tax payers in general to parents in particular.

Alternative 13: Parent Restitution Program

a. **Description.** In cases where vandals or burglars are caught, the perpetrator, or parents, in the case of juvenile offenders would pay for the repair of property or equipment. This will not only defray some of the costs of burglary and vandalism, but encourage parents to put pressure on their children to behave.

b. **Effectiveness.** The 1974 statistical report of Honolulu Police Department shows that approximately 15% of the vandalism cases and 13% of the burglary cases resulted in arrests. Of the vandalism arrests, approximately 35% resulted in conviction or family court jurisdiction, thus, the recovery of property damage might be around 5% or approximately $16,000 annually. The effectiveness in action as a deterrent cannot now be estimated.

c. **Cost.** The costs would be mainly administrative costs as a part of the current services budget.

d. **Spillovers.** The spillover effects might include improved responsibility of parents for their children's behaviors as well as improved behavior of students.

e. **Other Considerations.** The development of this alternative would require the specific procedures for the establishment of guilt, and alteration of policies limiting the dissemination of information in juvenile cases.

2. Community Involvement

In order to promote a sense of pride in and ownership of our schools by the parents, students, and other community members, activities which bring about student/parent/staff participation and cooperation are to be encouraged. Many valuable activities of this type promoted by the PTA, the schools, and other groups already take place in the schools. Some alternatives for such projects are:

Alternative 14: School Painting

a. Description. The Departments of Education and Accounting and General Services may be requested to provide paint for school painting projects. These requests may be made through the normal channels. Strong consideration is given to well planned and supervised projects.

Such plans may provide for a competitive spirit with different student groups painting specific areas of the school. One school day for painting with only the painting students attending has been provided in the past.

b. Effectiveness. The effectiveness of this program in reducing vandalism and increasing school pride has not been established by any study. The vandalism record for Waimanalo Elementary and Intermediate is suggestive--16 incidents in 1973, 10 incidents in 1974, 3 incidents during the first five months of 1975 after the completion of the school painting project.

The reader is referred to the Chapter on Campus Beautification for further consideration of this alternative.

Alternative 15: Community Volunteers

a. Description. One way of promoting interaction between the community and schools and libraries is through the use of volunteers in the schools. This will also provide the opportunity to tap some of the resources available and provide students with experiences which they might not have otherwise.

Annex S shows a proposed policy statement and regulations relating to the use of volunteers and formally establishes a place for volunteer services and recognizes the worth of these services.

The volunteers are to be classified as community resource volunteers, tutorial volunteers, and general volunteers. These terms are defined in the proposed regulations.

b. Effectiveness. The interaction of volunteers with staff and students should promote mutual understanding and sense of belonging between the community and the schools and provide another channel of information to flow both ways. A sense of worth and ownership promoted in the community could result in greater respect for school property.

c. Cost. Being a volunteer program, there would be no additional costs other than administrative operating costs.

Alternative 16: Community Use of School Facilities During Non-School Hours

a. Description. The presence of community members on campus could act as a deterrent to acts against school property. This can be promoted through:

- The scheduling of Adult Education evening courses in school facilities.
- The piloting of the community-school concept (Ohana Project) at Kalani High School.
- The establishing of schools as community service centers at which all the service agencies -- Health, Welfare, etc. can establish services.
- The establishing of community recreation centers at the schools.
- The promoting of the use of school facilities by non-profit organizations and private educational organizations.

b. Effectiveness. The major information on effectiveness of such programs comes from the experience of mainland school districts which may or may not be comparable to Hawaii. From Wilmington, Delaware's experience:

> "...private funds were used to set up a community schools program in Wilmington (population 80,000). ...(last year) 16,000 people participated in some community school activity. Contrary to public attitudes but consistent with the history of community schools, this extended use of school facilities has actually decreased vandalism." [18]

---

[18] McGrady, Seamus, "Vandalproofing Your Schools," Croft Leadership Action Folio 54, 1973.

The school system in Flint, Michigan, has had a "lighthouse program" for involving the community since 1935. The program now involves 92,000 persons per week in in-school and after-school activities including adult education, recreation, arts and crafts, health clinics and forums, teen counseling, social enrichment, etc. The program costs 5% of the total school budget. Schools are open as late as 11:30 p.m. Assistant Superintendent Peter L. Clancy said "Out of 50 schools, there are only about three where we have had any vandalism and it is usually glass breakage."[19]

In an attempt to obtain data related to this issue locally, the burglary data were tabulated for schools with evening adult education classes and for schools without evening adult education classes by days of the week for the years 1971-72, 1972-73, and 1973-74. The results showed:

Burglary Incidents

	% Incidents Tues/Wed/Thurs	# Incidents Per School
Schs w/evening classes	43.7	2.9
Schs w/o " "	34.7	1.3

When asked to comment on this, Mr. Richard Nakamura, Division Head of the Central Services Division of the Department of Accounting and General Services, said that an analysis of school repair and maintenance records had indicated that additional use of school facilities corresponded to additional problems.

It is to be expected that greater use of facilities would increase repair and maintenance costs. However, the negative results above might be reversed with a more intensive use of facilities.

c. Cost. If one uses the 5% figure quoted for the Flint, Michigan School System, this would amount to an annual cost of nearly $10 million. Thus, costs might exceed vandalism, arson, and burglary losses.

---

[19] Vandalism and Violence--Innovative Strategies to Reduce Cost to Schools, National School Public Relations Association, 1971, p 48.

d. Spillovers. Such programs, while improving community school relations, and possibly reducing vandalism would also add to the general educational level of the public.

Alternative 17: Reward System

a. Description. This system consists of informing the public and students that $50 reward will be paid for information leading to the apprehension of persons who vandalize, burglarize, or otherwise destroy Department of Education facilities. The public should be provided with one or more Department telephone numbers to call or be advised to call the police. Procedures should be established to ensure the confidentiality of the caller's identity. In the case of "after the fact" tips, a form with matching stubs and numbers could be used.

b. Effectiveness. Studies on the effectiveness of reward systems used in schools are not available.

Assistant Chief Falk of the Honolulu Police Department felt that such a system would create distrust and suspicion among students and could lead to false reports being turned in out of mischief.

The General Contractor's Association of Hawaii has such a reward program. Mr. Dudley Makahanaloa stated that experience with this program has not been too good. He indicated that the reward posters provide telephone numbers for witnesses to call which seems to result in more anonymous calls.

c. Cost. The cost cannot be estimated without some estimate of the response to such a program. The $50 amount is, however, much lower than the average loss in burglary, vandalism, and property destruction incidents. An arbitrary figure of $1,000 per year is chosen for this objective.

Alternative 18: Public Awareness

a. Description. One aspect of the vandalism, burglary, arson, etc. problem that must not be overlooked is that in order to elicit public support in solving such problems, one must first demonstrate to the public that the problem exists. The state administration, the districts and schools should take every opportunity to make the magnitude of the problem known to the public by:

- Publication and distribution of incident reports to the news media.
- Providing data to individual school and library communities, parents and students through school newspapers, newsletters, and bulletin board displays. Such reports could include a list of opportunities foregone--what the wasted funds could have bought.
- A monthly radio or TV talk show in which a Department representative or panel discusses current issues and answers telephone calls.
- Crisis alert reports to identify areas in which problems are mounting.

b. Effectiveness. No data to gauge the effectiveness of such a program are now available but this approach seems to have been effective in the experience of mainland school districts.

c. Cost. Most of the costs would be subsumed under current operating expenses.

X. Evaluation of Alternatives

A. Security Measures

Alternative 1-4: Alarm and Patrol Systems

Available data and expert opinion indicate all of these alternatives are effective except the one involving portable alarms in reducing crimes against property.

The systems are expected to work even more effeciently when combined; alternative 4, After Hours Patrol Service Responding to Burglar Alarms has the best effectiveness-cost ratio.

Alternative 5: Revise Security Guidelines and Construction Priorities for School and Library Facilities

Experience with the reduction of crimes against property when buildings are built more securely indicates that this would be an effective measure to take.

Alternative 6: Security Practices

Since weak security practices--an unlocked door for example--can be the weak link in the security system, and due to the many instances in which entry was gained through unlocked windows fires started in poorly kept areas, this seems to be an effective alternative.

Alternative 7 and 8: Resident Personnel

Past experience and increasing costs and liabilities indicate that these are not effective alternatives.

Alternative 9: Contractual or Employee Provided Fire Safety/ Inspection

Basing judgment upon school personnel response, this seems to be an effective alternative. It does however have to compete with a program provided at no cost to the Department.

Alternative 10: Incident Reporting/Analysis System

This alternative would not only be effective, but indeed seems essential to the maintenance of any effort to curb crimes against property and to guage student unrest and violence in the schools.

B. Preventive Measures

Alternative 11: $1 Per ADA

This program has proved very effective in mainland school districts and, in addition, rewards positive behavior. We feel that this alternative warrants implementation.

Alternative 12: Parent Damage Deposits

Due to the negative features of this program and lack of evaluative data, its effectiveness for Hawaii is in doubt.

Alternative 13: Parent Restitution Program

This sort of alternative has been effective in mainland school districts. When the Attorney General's Office was contacted for their recommendation, they recommended that we obtain information from mainland school districts and states having such laws and bring it in for evaluation.

Alternative 14: School Painting

See Chapter III on Campus Beautification.

Alternative 15: Community Volunteers

See Chapter VI on Administration.

Alternative 16: Community Use of School Facilities During Non-School Hours

Due to the conflicting data from mainland and local sources and the amount of expenditures involved, an evaluation of this alternative should await further experience from the results of Project Ohana and the Kalani High School Community-School concept.

Alternative 17: Reward System

We feel the effectiveness of this alternative appears questionable; this alternative does not warrant a high priority.

Alternative 18: Public Awareness

This seems to be an effective alternative due to its wide use in mainland districts. We recommend it for early implementation.

XI. Recommendations

The following alternatives constitute recommendations which blend evaluative data, judgments of the Review Committee, suggestions from district and school personnel, and guidance from members of the Board of Education. The alternatives are presented in two categories: 1) alternatives which can be implemented with the current budget, and 2) alternatives which require additional funds.

A. Alternatives Which Can Be Implemented With The Current Budget

1. Implement A Public Awareness Program.
2. Strengthen School and Library Security Practices.
3. Revise Construction and Repair and Maintenance Security Guidelines.
4. Review Mainland Parent Restitution Programs for use in Hawaii's schools.

B. Alternatives Which Require Additional Funds

		Six-Year Costs
1.	Implement After-Hour Security Patrols in Combination with Entry Alarms	$ 609,499
2.	Implement a $1.00 Per Average Daily Attendance Incentive Program	704,000
3.	Implement an Incident Reporting/Analysis System	6,801
4.	Investigate a Reward System for the Apprehension of Thieves and Vandals	6,000
5.	Investigate Contractual Fire Prevention/Safety Education	252,720
	Total	$ 1,579,020

CHAPTER III
CAMPUS BEAUTIFICATION

I. General Nature of the Problem

The Legislature passed a State Environment Policy in 1974 (Act 247) declaring in part that:

> "It shall be the policy of the State, through its programs, authorities, and resources to: ... Establishing communities which provide a sense of .. aesthetic and social satisfaction in harmony with the natural environment which is uniquely Hawaiian ... and Establishing a commitment on the part of each person to protect and enhance Hawaii's environment ..." Sec. 3.

The law goes on to state that:

> "In pursuance of the state policy to conserve the natural resources and enhance the quality of life, all agencies, in the development of programs shall, insofar as practicable, consider the following guidelines:
>
> ...
>
> "(c) Flora and fauna
>
> Foster the planting of native as well as other trees, shrubs and flowering plants compatible to the enhancement of our environment.
>
> ...
>
> "(h) Community Life and Housing
>
> ...
>
> (2) Develop communities which provide a sense of identity and social satisfaction in harmony with the environment and provide internal opportunities for .. education ..;
>
> (3) Encourage the reduction of environmental pollution which may degredate a community.
>
> ...
>
> (5) Recognize community appearances as major economic and aesthetic assets of the counties and the State; encourage green belts, plantings, and landscape plans and designs in urban areas; and preserve and promote mountain-to-ocean vistas.
>
> "(i) Education and Culture
>
> (1) Foster culture and the arts and promote their linkage to the enhancement of the environment;

(2) Encourage both formal and informal environmental education to all age groups.

"(j) Citizen Participation

(1) Encourage all individuals in the State to adopt a moral ethic to respect the natural environment; ... and to fulfill the responsibility as trustees of the environment for the present and succeeding generations."

The above law recognizes the need to preserve our islands' unique naturally aesthetic qualities. The department is obligated to adhere to this policy by actively seeking ways to implement this policy. It can, in part, do this by enhancing the environment of the facilities under the control of the department.

This jurisdiction of the department encompasses the public schools, the adult education schools, the public libraries, and the state and district offices of the department. It includes the beautification of both the buildings and the grounds.

Since the adult education schools use the campuses of the public schools, the beautification of the public schools would at the same time include the adult education schools.

The public libraries are generally divided into three categories: the State Library, the Community Libraries, and the Community-School Libraries. The community-school libraries are all located on public school grounds and are considered part of the school campuses in this plan. The State Library is primarily located in the State Capitol District on the island of Oahu. The State Parks Division of the Department of Land and Natural Resources is responsible for the maintenance and appearance of the grounds of the capitol district. The community libraries' grounds are maintained by the Department of Accounting and General Services except for minor gardening care by the library's custodians. By and large, the community libraries do not have large yard spaces. Most of the open spaces are improved for parking purposes. For those few that have the space, the landscaping and maintenance are adequate and pleasant for looking. Shade trees, benches, and sitting areas are often provided for maximum use and comfort of the patrons. The walls of the buildings are relatively free of graffiti, obscenities, and other markings. When they appear on the walls, follow-up action by DAGS is generally prompt.

As for the grounds of the state offices and the custodial work within the offices, either DAGS, if the facilities are state owned, or the landlord, if the facilities are rented, is responsible for their maintenance. In the case of the district offices, except on state lands, the buildings and grounds are not maintained by the Department. The Honolulu and Central District Offices are maintained by departmental custodians.

Overall, other than the public schools, the conditions do not warrant intensive studies on beautification. What we are primarily concerned with is the condition of the public schools and their effect on the students. This plan, therefore, concentrates on the problems of our public schools.

Public Schools

The physical environments of some of our public school facilities have been deteriorating at a rapid rate in the past few years. A reason or cause often mentioned for this deterioration is the austerity measures necessitated in the past few years by the state's poor economic situation. On many occasions, normal maintenance such as painting and repairs and the filling of vacancies for custodial and other maintenance personnel were postponed. These steps to preserve the state's financial integrity affected many grassroots programs in the schools.

One of the measures of the problem is the increasing number of criticisms of the conditions in the schools from many quarters. It is not known whether or not these criticisms are just a sign of the times or if conditions are actually getting worse.

II. Reasons for Attention at this Time

In his "Plan of Action to Deal with Student Unrest and Campus Disturbances," dated 12/4/74, the Superintendent called upon departmental personnel to implement aggressive strategies to overcome these problems. Included in the plan are programs to improve the overall climate for students to learn and to relate harmoniously with each other and their environment. One approach to making the schools more pleasant for the students is to beautify the school campuses.

III. Target Groups

The real target of this program is the physical environment of the schools and other facilities of the Department.

IV. Beneficiary Groups

The intended beneficiaries are the students and the publics who patronize the Department's programs.

V. Programs Relevant to this Problem

As is true in almost every instance, a program such as the campus beautification program does not stand alone. It touches upon or is affected by other programs. The programs most closely related or most affected are:

A. The School Custodial Program (Physical Plant Operation and Maintenance - EDN 505)

The maintenance of school grounds, including policing, watering, mowing, fertilizing and landscaping and routine maintenance of buildings through use of regular and part-time hourly classroom cleaners, are performed by the custodians at each school and by personnel lodged in the district or state offices providing direct services to the schools. An example of the latter is the mowing and nursery services of the Auxiliary Branch of the Office of Business Services, Department of Education.

B. The School Repairs and Maintenance Program (Physical Plant Operation and Maintenance - DAGS, AGS 807)

This program is to keep the school facilities in good repair and at the same level of service throughout the state to facilitate the state's commitment to equal educational opportunities. The program is under the Central Services Division of the Department of Accounting and General Services.

C. The Capital Improvements Projects (CIP)

The CIP are under or included in the programs which need capital improvements. The Facilities Branch of the DOE in conjunction with the Public Works Division of the Department of Accounting and General Services are responsible for the construction of the facilities of the DOE. The original designs and specifications of the facilities often play a major role as to the level of artistic beauty attributed to the facilities. Landscaping is also considered in the planning of new facilities.

D. The School Administration (EDN 507) and the Student Activities (EDN 402) Programs

The school administration program includes plant management. The student activities program is characterized by pupil involvement and participation in planning, organizing, implementing and evaluating activities such as socials, contests, clubs, assemblies, student council and class council activities, etc. The school, district and state student councils provide the official channels for student involvement at all levels of the educational system. The attitude and efforts of the school administration and the students in each school are crucial to the success of this program.

E. Personnel Services and Collective Bargaining (General Administrative Services - EDN 503; all of the programs under Personnel Services - PER 101, 111, 112, 121, 131, except 191 which is supporting services for DPS)

Any effort to increase staff or to improve the efficiency of the staff affects or is subject to the personnel programs of the Department and the state. Collective bargaining is also a major factor of any program in government.

VI. Objectives Related to this Problem

The overall objective of this program is to beautify the physical environment of the facilities operated by the Department. The hoped for impact which beautification will have on the students is the development of pride in their schools. In the process, we hope the students will learn about living in a positive environment, develop an awareness and an appreciation of beauty, and participate in creating and maintaining a beautiful environment.

The sub-objectives to the overall objective are:

A. To increase the desire to beautify the schools and the actual undertaking of beautification projects in the schools;

B. To bring about more frequent assessments of the physical environments of the schools;

C. To maintain the lawns of the schools in a beautiful condition;

D. To obtain reasonably short response times to work order requests;

E. To train the Department's personnel to prevent, identify, and resolve beautification problems;

F. To clear and maintain major problem areas of overgrown weeds, shrubs, and trees of unused school grounds.

G. To develop in the students a sense of pride and respect for the school facilities and grounds;

H. To provide landscape plans for schools;

I. To develop in the students an awareness and an appreciation of beauty.

VII. Measures of Effectiveness Related to the Problem

A. The number of beautification projects requested and the number of those projects actually undertaken at the school.

B. The frequency of periodic inspections of the school in accordance with a standardized procedure for inspection.

C. The time intervals (weeks or days) between lawn mowings.

D. The time intervals between the work order requests and responses.

E. The number of workshops conducted for school administrators responsible for the physical condition of the school and the custodians and the numbers attended.

F. The number of schools with major ground maintenance problems such as overgrown weeds, bushes, and trees.

G. The number of courses or classes relevant to beautification of the schools.

H. The level of pride of the students in the physical condition of their schools.

I. The level of desire on the part of the students to participate in beautifying their schools.

VIII. The Framework of the Analysis

The analysis is performed by considering and comparing alternative activities directed toward increasing the interest and involvement of students, teachers, parents, community organizations, and interested community individuals in the efforts of the schools to improve their physical environments on a regular continuing basis and towards the selection of the best mix of alternatives to increase the Department's efficiency in implementing its present programs which affect the physical environment of the schools. The activities listed are grouped in accordance with the objectives.

IX. Alternatives

A. To Increase Beautification Projects in the Schools

Alternative 1: Establishing Campus Beautification Committees in the Schools

1. Description. This alternative involves establishing a campus beautification committee in each school to plan and direct

comprehensive campus beautification programs. These committees can be composed of students, parents, community members, community organization representatives, and school personnel. Their task would be to consider the total needs of the schools in the area of campus beautification. Needs and projects to meet the needs can be priority ordered by the committees. Projects can be considered and undertaken by students, parents, community people, school staff, etc., from the list of needs. The committees and the principals could coordinate and be the approving authorities for each project. The Superintendent established an ad hoc committee on campus beautification in January, 1975, and this committee has developed a proposal of this nature. See Annex G.

2. Effectiveness. This approach is an effective way of instilling interest and participation of the school communities and at the same time placing the action where it should be--at the schools.

3. Cost. We feel establishing these committees can be accomplished with current budgets

Alternative 2: Establishing Campus Beautification Committees in Student Governments

1. Description. This alternative involves establishing campus beautification committees in schools' student governments. These committees could plan beautification projects or select projects from the list prepared by the schools' campus beautification committees. In other words, this suggested activity could be either an alternative or could complement the campus beautification committee of each school. See Annex H.

2. Effectiveness. This alternative has the potential of involving the students and thereby giving them training and purpose. However, because they may be too young to assume the total responsibility for beautifying the schools and because their stay in their schools are only temporary, this alternative may not be effective; we feel this suggestion should be seriously considered.

3. Cost. We feel establishing beautification committees within student governments can be accomplished with current budgets.

B. To Increase School Inspections Relevant to Beautification

Alternative 3: Increasing School Inspections by School Administrators

1. Description. This alternative involves inspections of the physical condition (including aesthetic considerations) of school campuses and follow-through on problems unearthed on a regularly scheduled basis by the school principals (or other designated administrators).

2. Effectiveness. In order to maintain campuses, the principals must know the conditions of the campuses. Regular periodic inspections will keep the school administrators aware of incipient or existing problems which should be cared for before they become too big.

3. Cost. We feel inspections can be accomplished with current budgets.

Alternative 4: Using Complexwide, Districtwide, and Statewide Committees to Conduct Inspections

1. Description. This alternative involves committees operating complexwide, districtwide, or statewide to review or monitor the conditions of the schools and to make recommendations for improvement.

2. Effectiveness. By using area type committees, there could be better standardization and sharing of ideas to beautify campuses. However, the idea of someone else monitoring their schools may not be accepted by members of the school. On the other hand, if monitoring can be used to help schools rather than to punish schools, area type committees can be very effective in raising the general level of the campuses.

3. Cost. We feel inspections can be accomplished with current budgets.

C. To Maintain Lawns

Alternative 5: Increasing the Number of Lawn Mower Operators

1. Description. This alternative involves increasing the number of lawn mower operators. On Oahu, the crews of lawn mower operators in the Auxiliary Services Branch of the Office of Business Services mow all of the schools' lawns. On the neighbor islands, in contrast, most of the lawns are maintained by the school custodians. In some instances, the schools coordinate their lawn mower operations by having one operator responsible for more than one school.

2. Effectiveness. With the number of crews at minimum levels, any increase in personnel has an immediate and direct bearing on the frequency of mowing. Since the height of grass is a very visible indicator, the effect of adding personnel to the lawn mower crews is significant because it lessens the intervals between the mowings.

3. Cost. If eight more lawn mower operators are hired (4-Oahu, 2-Hawaii, 1-Maui, and 1-Kauai) at a cost of $8,000 per operator per year, the estimated biennium costs would come to $128,000. For six years, the estimated costs would be $384,000.

Alternative 6: Increasing the Number of Custodians

1. Description. This alternative involves increasing the number of custodians in the schools so that the schools could mow their lawns more frequently with their own custodians. This could mean adding about a custodian for every five schools on Oahu (about 30) and a total of about six for the neighbor islands.

2. Effectiveness. Spreading responsibilities to the schools and custodians might result in differing standards and might result in great variations among schools. Sickness or leaves of absence could affect schools more adversely than the absence of a crew member.

3. Cost. At the estimated salary of $8,000 per custodian, the estimated cost of 36 custodians for two years add up to $576,000. For six years, the cost would be about $1,728,000.

Alternative 7: Applying Chemicals to Retard Grass Growth

1. Description. This alternative involves applying chemicals to retard the growth of grass thereby lessening the need to mow lawns.

2. Effectiveness. Instead of frequent mowings of the lawns in the schools, the application of chemicals to retard the growth of grass in rainy or fertile areas can serve the same purpose. This alternative would require additional resources such as manpower to apply the chemicals and funds to purchase the chemicals. There is also the possibility of polluting the environment.

3. Cost. The cost components are crews of personnel--3 member crews--two crews each for Oahu and Hawaii and one crew each for Maui, Molokai, and Kauai. Total number of personnel (custodial) is 21 at $6,000 per for a total of $126,000 plus $28,000 for travel and chemicals ($4,000 per crew) per year or a total annual cost of $154,000 or a six-year cost of $924,000.

Alternative 8: Replanting Lawns with Slow Growing Grass

1. Description. This alternative involves replanting lawns with slow growing grass to lessen the need to mow the grass.

2. Effectiveness. This alternative would eliminate the use of chemicals which are needed in the preceding alternative and the need to apply them regularly. However, it requires major replanting and proper selection of the kind of grass suited for a particular locality.

3. Cost. The number of personnel that are needed and costs of the slow growing grass seedlings approximate the costs of the preceding alternative: $126, 000 for personnel and $28, 000 for grass totaling $154, 000 per year or $924, 000 over a six-year period.

Alternative 9: Working with the Counties

1. Description. This alternative involves working jointly with the counties to accomplish lawn mowings where county parks adjoin the schools.

2. Effectiveness. Since there are many schools with county parks adjoining them, the use of the county crews to cut the grass would eliminate the duplication of equipment and personnel.

3. Cost. The Department could reimburse the counties by payment of hourly fees such as $4 per hour per operator. The projected cost of the Department for 50 schools at 16 hours per school per month at $4 per hour is $3, 200 per month or $38, 400 per year or $230, 400 over a six-year period.

Alternative 10: Contracting with Student Corporations

1. Description. This alternative involves contracting with corporations formed by senior high students to mow lawns.

2. Effectiveness. Hiring students working for their own corporations such as the "KLEAN UP CORPORATION" in Kalihi, would provide an opportunity to students to learn about business and at the same time initiate them in the world of work. This approach can be effective since student owned corporations may be able to operate less expensively while doing effective jobs.

3. Cost. The Department could pay by the hour or by the job, whichever way is most economical. For planning purposes, the costs are projected to be the same as the cost of paying for the services of county crews mentioned above, $38, 400 per year or $230, 400 for a six-year period.

D. To Obtain Rapid Responses to Work Order Requests

Alternative 11: Initiating a Program to Expedite Work Order Requests

1. Description. This alternative involves instituting a program to expedite responses to work order requests from the schools. By setting a limit to the number of hours or days by which work order requests must leave the desks of the principals, the district office, personnel, and applicable state office or DAGS' office personnel, the work orders would be hurried along so that faster response times would result. There should also be deadlines for responding.

2. Effectiveness. This program can be very effective in speeding the responses to work order requests. At the same time, the people receiving faster services will be more interested in reporting conditions requiring repairs. Speeding responses often give the impression that the system cares and thereby raises the morale of the personnel involved.

3. Cost. We feel this alternative can be instituted with current budgets.

Alternative 12: Increasing Funding for Contractual Repairs and Maintenance

1. Description. This alternative involves increasing the funding for repairs and maintenance work which are contracted. The Department of Accounting and General Services (DAGS) contracts repairs and maintenance work not done by its staff. This alternative requires that the Department of Education support DAGS in its request for more funding before the Governor and the Legislature.

2. Effectiveness. Since most of the schools' repairs and maintenance work are contracted to private contractors, any sizeable increase in funding will have a significant impact on the schools. The Department's participation in the budgeting process of DAGS might strengthen DAGS' position in requesting additional funding.

3. Cost. The amount of needed funding should be determined by DAGS. Previously, DAGS has been requesting about $5,000,000 per year unsuccessfully. Since this is a DAGS' program, the Department's role is to support DAGS.

Alternative 13: Increasing the Department of Accounting and General Services' Staff

1. Description. This alternative involves increasing the staff of the School Repairs and Maintenance Branch of DAGS. Like the preceding alternative for contractual funds, the Department's role is to support DAGS in its request for more funding before the Governor and the Legislature.

2. Effectiveness. This alternative is only part of the solution since any increase in a work force automatically increases the amount of materials needed. If funds can be obtained to perform the increased workload due to the increase in staff, the level of repairs and maintenance would be directly raised.

3. Cost. The cost of this alternative would depend on the number of personnel DAGS decides to increase its staff, if any. If 20 additional persons were hired at $6,000 each, the cost could be around $240,000 for a biennium or $720,000 for a six-year period. The amount of funds needed for materials, etc., would be determined from the number of additional personnel hired and the kind of jobs to be performed.

E. To Train Department of Education Personnel

Alternative 14: Conducting Inservice Training for School Administrators

1. Description. This alternative involves conducting inservice training such as workshops for principals and other school administrators and custodians responsible for the physical environment of the schools. These workshops can be conducted (and is being conducted) by the state landscape architect and the superintendent of custodians or by the district business specialists.

2. Effectiveness. A key element in improving the physical environment of the schools is the attitude of the school administrators toward maintaining beautiful campuses. The program's effectiveness depends in large measure on the desires and the expertise of school administrators. Workshops will not only impart knowledge, but also develop a desire to use it. The effectiveness of this activity, however, hinges upon attendance at the workshops by the appropriate people. Therefore, we feel attendance should be made mandatory.

3. Cost. Because most of the workshops can be conducted by the Department's professionals in landscaping and custodial work,

the expenses would be mostly for travel and equipment and supplies which may be issued to the participants of the workshop. The estimated cost for conducting periodic workshops for two years (biennium) is $10,000 and for six years would be about $30,000.

Alternative 15: Assembling a Cadre of Custodians

1. Description. This alternative involves assembling a cadre of custodians with specialized skills in each district to visit schools and train others in their respective skills.

2. Effectiveness. This alternative is dependent upon available skills and teaching abilities. The questionable existence of skills available to fit needs and the ability to teach, seem to go against the success of this alternative, and thus, its real effectiveness.

3. Cost. If implemented, the cost of this alternative would consist of substitute custodians, travel costs, and other miscellaneous costs. The estimated cost for two years (biennium) is $105,000 based on five custodians for each district at $6,000 per custodian at one-fourth time. Cost over a six-year period would total $315,000.

F. To Clear Major Problem Areas

Alternative 16: Establishing Permanent Ground Maintenance Crews

1. Description. This alternative involves establishing permanent ground maintenance crews (like the Oahu CETA ground maintenance work. This proposal is based on using general fund positions in order to perpetuate the type of work being done by the Oahu CETA crew. This proposal also includes the hiring of adequate supervisory personnel and a professional horticulturist.

2. Effectiveness. The CETA crew has shown the effectiveness of such an activity. This kind of crew on a permanent basis can raise the general level of appearance of the schools.

3. Cost. The costs not only include personnel costs but also travel costs (because the crew goes from school to school) and costs of purchasing proper tools and proper safety equipment and clothes. Hiring 11 persons for Oahu and 6 for the neighbor islands for two years (biennium) is estimated to cost in the vicinity of $340,000 or $1,020,000 over a six-year period.

Alternative 17: Pooling School Custodians

1. Description. This alternative involves gathering custodians from the present school staffs to form pools to work on the heavy ground maintenance tasks for the schools in the complex, district, or some other areawide grouping of schools. Substitutes may or may not be provided.

2. Effectiveness. The alternative of pooling custodians is a practical application of utilizing the resources available. This may be suitable for some areas only. Where heavy ground maintenance work is needed, this should be one of the methods considered, but not necessarily the only one. The effectiveness of this method depends on the administrative ability of the districts.

3. Cost. If this alternative were accepted, the initial effort might be confined to a pool of three custodians per district (7 districts) at $6,000 per custodian for two years (biennium) which totals $252,000 or $756,000 for a six-year period.

Alternative 18: Contracting Private Landscape Firms

1. Description. This alternative involves contracting private landscape firms to do the heavy ground maintenance work for the schools. Payment could be by hourly rate with a minimum total cost.

2. Efficiency. This approach could result in a less expensive way of accomplishing the work than hiring state employees. However if the workers were state employees, they could be used for other things such as replacements or substitutes if weather or other reasons prevented them from doing heavy ground maintenance work.

3. Cost. The costs would depend on the bids received. As an estimate, the cost would probably run lower than the amount estimated for hiring state employees--$340,000 per biennium or $1,020,000 over a six-year period.

G. To Develop a Sense of Pride and Appreciation of Beauty

Alternative 19: Providing Classes, Workshops, and Demonstrations

1. Description. Provide classes, workshops, or demonstrations on topics which can help to create interest in and to mount projects with the purposes of beautifying the school campuses such as environmental education, horticulture, creating art works, wood technology, construction, industrial crafts, art, etc.

These classes can be taught by regular school teachers, community professionals--artists, artisans, landscape architects, etc., --volunteers, etc., and the classes can be opened to parents and the community.

2. Effectiveness. We feel this approach has a high motivating factor and can lead to many beautification projects. At the same time, people can gain considerable self-satisfaction.

3. Cost. Although relating present courses to students for specific campus beautification projects may not require additional expenses, holding classes for parents and others may require payments for night courses or professional artists, etc. If each school were given $100 a year for two years to provide instruction or demonstrations, the cost would be $45,000 for the biennium, or $135,000 for a six-year period.

Alternative 20: Visiting Schools

1. Description. This alternative involves visiting schools with exemplary campuses or projects. Under this program, the Department could compile a listing of exemplary campuses and establish a sign program like the Hawaii Visitors Bureau's "Warrior Marker" to designate these special schools or projects.

2. Efficiency. Field visitation has been proven to be an effective way of learning. However, there are limitations in that there must be available examples, the motivation for learning skills which the examples represent, and utilizing the skill learned from the visit.

3. Cost. The costs of implementing a program of field visits and establishing a sign marker program would vary according to the size of the programs. The sign program could be limited to cost not more than $50,000 per year for two years and lesser amounts thereafter. The school visitation program can be started for the intermediate school students. If $50 is set aside for 14,000 seventh, eighth, and ninth graders for two years (biennium), the estimated cost would be $1,400,000. Together, the cost would be $1,450,000 or $4,350,000 over a six-year period.

Alternative 21: Using the One Percent Set Aside for Art

1. Description. This alternative involves utilizing the one percent set aside from capital improvements for art purposes to conduct workshops, classes, and demonstrations to create interest in and to mount projects to beautify the schools, in addition to purchases of art works from professional artists.

At the present time, the State Foundation on Culture and the Arts which controls the 1% of the funds set aside for art from capital improvement projects, and the Department are involved in a pilot program of placing artists-in-residence at some of the schools. In 1975-76, the project will be conducted in the Central District. In this program, the schools and their communities decide whether or not the program will be implemented in their schools and they establish guidelines such as the kind of art works to be created by the artists and the type and amount of education, training, and/or demonstration the artists will perform for the schools and the communities. If the Department were to utilize this fund, a possible variation in the use of the fund can be the hiring of certain kinds of artists on an "as needed" basis or another variation can be the use of the Department's teachers (such as art teachers) to help schools plan beautification projects to be undertaken by the students.

2. Effectiveness. Thus far, the benefits from the use of this money seem negligible and sporadic. If the Department is allowed to use this money, perhaps the benefits can be multiplied by concentrating on art projects for and by the students, instead of only on professional artists and their art works.

3. Cost. While there are no additional costs to the Department, the amounts available or set aside under the 1% rule on capital improvements vary for any school year; the amounts may range between two and ten thousand dollars.

Alternative 22: Conducting Contests

1. Description. To create interest and to mount projects, annual contests for "Most Beautiful," "Most Attractive," "Most Improved," "Most Participation," or "Cleanest" school or school area assigned to a class or student group could be held. The contests could be held among schools, complexes, or even districts. The contests could also be conducted more frequently than once a year.

2. Effectiveness. Contests are usually effective in obtaining participation from students and parents. Community organizations often get involved. It is effective in developing pride in the school. However, because projects are not done as part of a comprehensive plan, we must guard against incongruous developments.

3. Cost. The costs of contests may be divided into two categories. The first category is the cost attendant to the project such as

the paint and brushes. The second category is administration cost such as the costs of awards. For the first category, funds and supplies are often available from current appropriations. For the second category, additional funding of $100 per school for two years might be allotted. This amounts to $45,000 per biennium or $135,000 over a six-year period.

H. To Provide Landscape Plans for Schools

Alternative 23: Hiring Landscape Architects

1. Description. This alternative involves hiring landscape architects in either our facilities branch or the different districts to draw landscape plans for those schools without them.

2. Effectiveness. This approach is slow and cumbersome because personnel would have to be hired through the civil service system and there may not be sufficient applicants.

3. Cost. The landscape architects may cost a minimum of $12,000 per year. If two of them are hired for the state, the cost would be $24,000 or more per year or $144,000 over a six-year period.

Alternative 24: Providing Funds to Districts for Contracting Landscape Architects

1. Description. This alternative involves providing funds to each district to contract local landscape architects for landscape plans for their schools.

2. Effectiveness. The local architects would be familiar with the conditions in the districts and would be able to provide the best kind of landscaping for the local schools. They would know what plants and grass are best suited and of their availability.

3. Cost. Cost is estimated at an average of $400 per school. For 175 schools, the total six-year estimate is $72,000. For each year, it is estimated that plans for about 30 schools may be drawn. At $400 per plan, the yearly cost would be $12,000.

I. To Develop Awareness and Appreciation for Beauty

Alternative 25: Making Lawns Beautiful by Installing Sprinkler Systems

1. Description. This alternative involves installing automatic sprinkler systems for those schools in arid areas.

2. Effectiveness. We feel this is one of the most effective means of making schools in dry localities look beautiful. It will not only facilitate watering, but it should also provide custodians with more time for other needed work such as fertilizing and weeding.

3. Cost. Roughly speaking, the cost for installing a sprinkler system for an average elementary school is about $50,000. The cost of sprinklers for intermediate schools is about $70,000 and for high schools about $110,000. It should be noted that all schools do not need automatic sprinklers; moreover, schools are of varying sizes. The total costs for the estimated number of schools which may benefit by sprinkler system installation over a six-year period is estimated at $5,000,000. The cost per year would be about $825,000.

Alternative 26: Making More Plants and Fertilizers Available

1. Description. This alternative involves obtaining more plants and fertilizers for the schools. (Although this may seem to be a regular component of maintenance, it is an alternative when costs are compared with other alternatives such as installing sprinklers.)

2. Effectiveness. Appropriate plants and fertilizers in sufficient quantities are necessary to make schools beautiful. We feel beautiful plants and shrubbery can make barren campuses beautiful.

3. Cost. Plant costs are extremely high because propagation to adequate size takes time and involves personnel and maintenance costs. The Auxiliary Services' nursery has about 30,000 plants and seedlings. When they are ready for the schools, their value on the open market may be conservatively estimated to be $200,000. We estimate the additional amount of money needed for plants is $50,000 per year. As for fertilizers and insecticides, we estimate a special sum of $50,000 is needed for allocation to the districts. Thus the total costs estimated to provide more plants and fertilizers each year is $100,000 or $600,000 over a six-year period.

Alternative 27: Providing Districts with Funds to Purchase Their Own Plants, Fertilizers, and Equipment

1. This alternative involves providing contingency funds to the districts for use in campus beautification projects such as purchasing plants, fertilizers and bulldozers, installation of sprinkler systems, contests, etc.

2. Effectiveness. This may be the most effective way of using funds because the districts would be able to match more knowledgeably the resources with the needs of the schools because needs often differ from one school to the next or one locality to the next.

3. Cost. We feel a reasonable amount for a district contingency fund would be $500 per school per year. For 225 schools, it amounts to $112,500 per year or $675,000 over a six-year period.

X. Evaluation of Alternatives

A. To Increase Beautification Projects in the Schools

Alternative 1: Establishing Campus Beautification Committees in the Schools

The establishment of a School Campus Beautification Committee in each school will lend permanence and coordination to an effort which is now performed in an erratic and disorganized manner. By performing beautification work on the school in accordance with a plan, the school administrator can oversee the beautification efforts and concentrate resources where they are needed. At present, the initiation of beautification projects usually emanates from interested individuals and does not follow any comprehensive plan. The advantage of this proposal is that it provides a mechanism for systematically involving students, parents, community people, and the school staff. The Superintendent established an ad hoc Campus Beautification Committee in January of 1975. This committee, which consisted of representatives from various state, city, and community organizations, drafted a plan which includes the establishment of a beautification committee in each school. This plan is attached as Annex G-2 and G-3 to this plan.

Alternative 2: Establishing Campus Beautification Committees in Student Governments

The alternative suggestion of establishing a committee within the student body government of each school can serve as a training and service program. In this case, the students would be directly responsible for the beautification program. This could serve to raise the level of participation by the students. This may be an appropriate alternative for high schools but not for elementary and intermediate schools because the students may not be ready to assume the total responsibility. For the younger students, participation in the projects themselves may be sufficient, or planning with the adult members of the suggested school committee and their subsequent involvement would be adequate participation.

B. To Increase School Inspections Relevant to Beautification

Alternative 3: Increasing School Inspections by School Administrators

Although most principals or their designated staff members already inspect and follow-through on the problems of their schools, the Department needs standardized procedures for consistent application of efforts to beautify the school campuses. Along with these procedures, the Department needs a regular program of inservice workshops attuned to the needs of the principals or their designated staff members to teach them to recognize problem areas and how to prevent or to cope with these problems. If preventive measures can be taken, they would need to spend less time on problems. Periodic inspections and follow-through are necessary to nip the problems in their early formative stages.

Alternative 4: Using Complexwide, Districtwide, and Statewide Committees to Conduct Inspections

We feel periodic inspections by school administrators are more advantageous than district or state inspection committees because each school administrator is more aware of the unique conditions in the school. District or complex committees can be useful in an advisory capacity because of the wide range of experiences that would be available.

C. To Maintain Lawns

Alternatives 5 and 6: Increasing the Number of Lawn Mower Operators or Custodians

Because the height of the grass on the lawn is a significant factor in any judgment made regarding the physical environment or condition of the schools, the lawn mower operation is a vital part of the beautification program. Any increase in the number of lawn mower operators should have a significant impact on the condition of the lawns because it should shorten the interval between the mowings. We feel the alternative of increasing the number of custodians for mowing lawns may not always improve the general appearances of the schools and would not be using personnel as affectively as forming crews of operators.

Alternative 7: Applying Chemicals to Retard Grass Growth

The effectiveness of applying retardants depends on many things. For example, the availability and cost of a retardant for a particular grass, the personnel needed to apply the retardant, the frequency of application, and the effects of the retardant on the environment are important considerations in selecting this alternative. It seems easier and more economical to cut the grass more frequently than to undertake this alternative, which by the way, still requires cutting the grass.

Alternative 8: Replanting Lawns with Slow-Growing Grass

Replanting lawns with slow-growing grass seems to be a better alternative than the application of retardants. It would be a one-time undertaking. The availability of a proper slow-growing grass for each school or locality and the equipment and personnel to replant must be determined. Even for slow-growing grass, the requirement for cutting the grass is not eliminated. Sometimes, what seems to be fast-growing grass is really a weed problem and the application of weed-killers carried on in the regular program would suffice.

Alternative 9: Working with the Counties

The proposal of utilizing county park maintenance workers to also care for the neighboring school grounds seems logical and worthy of serious consideration. This would be especially effective in lessening the number of schools which need to be mowed by the crews on Oahu. Consequently, they can make their rounds more frequently and keep the grass looking neater. Those schools which would be cared for by the counties should not suffer because the parks are kept in good condition throughout the state. The considerations are whether or not the counties are agreeable to this idea and the determination of compensation if they are agreeable.

Alternative 10: Contracting with Student Corporations

Contracting with corporations established and operated by students is an attractive alternative because it provides the students with practical experiences as well as business experiences. As with any plan utilizing students to perform work, the question arises as to whether or not it does take away work from the present labor force. The unions are vitally concerned about the availability of jobs for their members. Another handicap to this alternative is the question of continuation of the services from one class of students to the next.

D. To Obtain Rapid Responses to Work Order Requests

Alternatives 11, 12, and 13: Expediting Work Order Requests

The suggestion to expedite work order requests is a managerial means to improve the morale of the school personnel and to eliminate their frustrations . With immediate results to their requests, school personnel may feel that someone cares enough about their problems. Although the usual alternatives of more funds and more people cannot be ignored as alternatives, experience has shown that they do not necessarily result in added benefits. Often, the responses are dependent upon the resources available to DAGS--funds to contract for services or staff availability in its School Repairs and Maintenance Branch. The Department could recommend to DAGS to increase its requests for funds and personnel and support its testimony before the Legislature.

E. To Train Department of Education Personnel

Alternative 14: Conducting Inservice Training for School Administrators

For the principal or the school administrator assigned the responsibility for the facilities and grounds of the school, inservice training becomes a valuable program for teaching the school administrators to cope with problems on beautification. The Department's professionals on maintenance and landscaping are in the Auxiliary Services Branch of the Office of Business Services and they can undertake the workshops to help the school administrators beautify their schools. The knowledge and awareness imparted at such workshops can stimulate and motivate those who are in a position to do something about beautifying their schools.

Alternative 15: Assembling a Cadre of Custodians

Although the assembling of custodians with specialized skills to provide inservice education may be worthwhile, it has the drawback of using custodians who are vitally needed in their schools.

F. To Clear Major Problem Areas

Alternative 16: Establishing Permanent Ground Maintenance Crews

The CETA ground maintenance crew project is having a very visible affect upon the appearance of the school campuses on Oahu. This crew has been used to clear and clean the unsightly areas around the schools which the school custodians could not handle because of the magnitude of the work or because of the lack of time to undertake the work. Permanent state-funded ground maintenance crews can handle the very conditions which cause people to conclude that a campus is not well kept. The crews can be used to perform the tasks of planting and other major landscaping work to improve the campuses. With the present minimum level of custodial help, the schools need this type of crews for occasional heavy ground maintenance work. See Annex I for a status report on the CETA program.

Alternative 17: Pooling School Custodians

The alternative of pooling custodians would mean withdrawing custodians from the schools which are already at a minimum level of staffing. Unless additional personnel can be obtained to replace those pooled, this alternative is unacceptable.

Alternative 18: Contracting Private Landscape Firms

The alternative of contracting with private industries for groundskeeping services may be acceptable by the schools, but in these austere and inflationary times, the cost may be beyond what can be afforded.

G. To Develop a Sense of Pride and Appreciation of Beauty

Alternative 19: Providing Classes, Workshops, and Demonstrations

Classes in horticulture, art, metalwork, woodcraft, etc., can teach the students to appreciate beauty and to create artifacts of beauty for the schools. The act of learning can inspire the learner to become involved in the beautification efforts of the schools. The students will find relevancy in their school work to the actual world around them if part of their school curriculum were devoted to beautifying their school campuses.

Alternative 20: Visiting Schools

The alternative of having students visit exemplary campuses or projects in other schools can be an effective learning approach for the students and can stimulate their interest to develop their own projects for their schools. School visitations are often used in education to show teachers special skills or methods of other teachers. Although this is an effective way of learning, it is valuable only if the visitor is self-motivated and is looking specifically for the skill being demonstrated.

Alternative 21: Using the One Percent Set Aside for Art

The art works being purchased for the school from the CIP art fund provide some culture for the students to experience and also beautify the school environment. The majority of the schools however are not participating and reaping benefits from the program under the State Foundation on Culture and the Arts. Most of the money goes toward paying high-priced professional artists to create works of art.

Alternative 22: Conducting Contests

The contest approach is a fast way to obtain interest in beautification. If done on an annual basis, it can serve to raise the morale and participation of the students. Awards and other forms of recognition to the participants or the schools are essential if interest and participation are expected to continue from year to year. An example of a statewide contest for beautifying the schools by the students themselves is the Kids Care Contest sponsored by the Hawaii Newspaper Agency, the Lions Club, and the Outdoor Circle. Another example is the Kalakua Lions Club's "School Beautification Contest" for nine Kalihi schools. This contest enlists the support and efforts of the entire schools' student bodies and their communities, rather than using the Lions Club members to perform the beautification work. The club uses its resources to organize the contest and to provide prizes and plaques. The schools provide the supplies, equipment and manpower to perform the beautification work. Unless the contests are regularly held, there is a quick falling off of interest and maintaining the products of the contests can become a problem.

H. To Provide Landscape Plans for Schools

Alternatives 23 and 24: Using Landscape Architects

The alternative of employing local landscape architects is a more effective way of providing good landscape plans for the schools than a landscape architect hired to develop plans for the whole state because local conditions may require special knowledge of what is best for the locality. Also, once the landscape plans are made, the landscape architects on the payroll would no longer be needed. The new schools all will have landscape plans as part of the capital improvement projects.

I. To Develop Awareness and Appreciation for Beauty

Alternative 25: Making Lawns Beautiful by Installing Sprinkler Systems

We feel installing sprinklers will greatly assist frequent lawn watering.

Alternative 26: Making Plants and Fertilizers Available

The belt tightening of the past few years has hurt our efforts in the production of plants so that even with more funds and personnel, it will take a few years before the supply of plants will be adequate. More plants and fertilizers are really not alternatives but are present needs being felt by the schools as inflation eats away their budgets.

Alternative 27: Providing Districts with Discretionary Funds

Providing contingency funds to the districts for discretionary use in beautifying campuses may be ideal because not all schools have the same needs. The results of such a program, however, would not have significant impact because the funds would be expended in different ways. If the districts would channel the funds in a concerted manner into a few specified areas, there is a possibility that this alternative can be effective and have a visible impact on the conditions in the schools.

XI. Recommendations

The following alternatives constitute recommendations which blend evaluative data, judgments of the Review Committee, suggestions from district and school personnel, and guidance from members of the Board of Education. The alternatives are presented in two categories: 1) alternatives which can be implemented with the current budget, and 2) alternatives which require additional funds.

A. Alternatives Which Can Be Implemented with the Current Budget

1. Conduct Regular Inspections for Aesthetic Considerations.
2. Establish a Campus Beautification Committee in Each School.
3. Expedite Responses to Work Order Requests.
4. Assist the Department of Accounting and General Services to Obtain Additional Funds for Contractual Services to Repair Schools.
5. Assist the Department of Accounting and General Services to Obtain Additional Personnel for Its School Repairs and Maintenance Branch.

B. Alternatives Which Require Additional Funds

		Six-Year Costs
1.	Conduct Inservice Workshops for School Administrators and Custodians	$ 30,000
2.	Increase the Number of Lawn Mower Operators	384,000
3.	Establish Permanent Ground Maintenance Crews	1,020,000

		Six-Year Costs
4.	Providing Classroom Instruction Relating to Campus Beautification Projects	$ 135,000
5.	Conduct Beautification Contests	135,000
6.	Work with the Counties to Accomplish Lawn Mowings	230,000
7.	Investigate Replanting Lawns with Slow-Growing Grass	924,000
8.	Investigate Contracting Beautification Work with Student Corporations	230,400
9.	Provide Funds to Districts to Contract Landscape Architects to Develop Beautification Plans	72,000
10.	Provide Districts with Funds to Purchase Their Own Plants, Fertilizers, and Equipment	675,000
11.	Install Sprinkler Systems	$ 5,000,000
	Total	$ 8,835,400

CHAPTER IV
STUDENT SAFETY

I. General Nature of the Problem

Because of the State's compulsory school attendance law, the Department of Education assumes, in addition to educational responsibilities, responsibilities of preventing, reducing and controlling accidents, injuries and losses to students.

These responsibilities are legally exercised during the official school day and at school sponsored events. In a larger educational sense, the school joins the family and community in safety education of the student.

Scrutiny of the Accident Report Form No. 411 for 1973-74 disclosed wide differences in accuracy and completeness among the schools (Annex J). More importantly, close examination disclosed an excessive number of accidents among our students. Perhaps the reason for these conditions may be found in the poor responses to the Superintendent's request for a copy of each school's safety handbook, guidelines, rules, regulations, etc. (Annex K); in short, it appears that school safety has been generally neglected.

II. Reasons for Attention at this Time

The Legislature has expressed concern for accident prevention (see Annex L).

The Department (State of Hawaii) has lost over $200,000 in recent tort cases resulting from accidental injuries.

The Superintendent has directed that Student Safety be emphasized.

III. Target Groups

The administrators, teachers and other employees of the school who educate and supervise the 173,000+students of our statewide system are the primary targets of the program.

Insofar as students participate in programs of accident prevention, they become members of the target group.

IV. Beneficiary Groups

The students are the primary beneficiaries of the program. Less accidents, injuries and losses will result in increased time for learning; less pain, injury, fear and financial loss; and individual growth free from disabling injuries.

Others who will benefit from this program are all school personnel who are concerned with the safety of students and who will be less subject to charges of negligence; parents who will have less worries, fears and financial losses; and the state government which will be subject to less losses and suits from tort cases.

V. Programs Relevant to this Problem

A. Curriculum Services Program (EDN 302)

The General Education Branch of the Office of Instructional Services integrates safety education and practices into the curriculum.

B. Physical Plant Operations and Maintenance (EDN 505)

The Facilities and Auxiliary Services Branch coordinates traffic safety.

C. Physical Plant Operations and Maintenance (AGS 807)

The Department of Accounting and General Services repairs and maintains facilities and grounds of the schools.

D. General Administrative Services (EDN 503)

The Professional Education Section, Office of Personnel Services of the Department of Education provides in-service education and coordinates pre-service training with the University of Hawaii and other institutions of higher learning.

E. School Health Services (HTH 871)

Health aides of the Department of Health provide direct assistance to students and assist to correct unsafe conditions.

F. Fire Departments

The fire departments of the four counties regularly inspect the schools.

G. Building Departments

The building departments of the four counties inspect schools relative to safety.

H. The American Red Cross

The American Red Cross assists the schools in safety programs, especially in training first aid volunteers.

VI. Objectives Related to this Problem

A. To implement a comprehensive accident reporting system.

B. To reduce accidents in schools.

C. To reduce accidents outside school.

D. To reduce water accidents.

E. To reduce litigation and financial losses to the State.

VII. Measures of Effectiveness Related to this Problem

A. Number of schools using a comprehensive accident reporting system.

B. Number and ratio of accidents occurring in the schools.

C. Number and ratio of accidents occurring outside of school.

D. Number and ratio of water accidents.

E. Amount of money lost through tort cases.

VIII. The Framework of the Analysis

This chapter examines some alternatives which individually or in combinations resolve the problems of inaccurate accident reporting, and of excessive accidents. The alternatives will be examined within the constraints of severe data limitations, i.e. no definitive evidence exists which indicates that a particular alternative will indeed reduce accidents by a specified amount. Thus recommendations of alternatives will be largely based on professional judgments.

This chapter assumes that although the primary responsibility of schools is education, they have the added responsibility to care for the health, safety and welfare of the minors, at least while they are under their supervision. Therefore, all school employees are expected to do their part in complying with school safety programs which have safety standards for buildings, grounds, facilities, equipment, supplies, furnishings and all campus curricular, and co-curricular activities--standards which should be enforced and regularly reviewed and revised.

IX. Alternatives

A. Accident Reporting

This section addresses the problem of accurate accident reporting. Accurate reporting is necessary to achieve the objective of accident reduction by permitting assessment of the situation, analyses and recommendations to prevent accidents, and indications of the effectiveness of the recommendations.

Alternative 1: Using the Present Form 411 Reporting System (Annex M)

a. Description. This system requires that all accidents resulting in injuries be reported by the adult supervisor of the area and/or activity involved. The original is kept by the school for analysis, study and reference. A copy is sent to the district office and two copies (for the Attorney General and the Office of Instructional Services) are sent to the Office of Instructional Services.

Since the 1974 restructuring of the Department's state and district offices, the Student Safety program, Student Affairs Section, Special Programs Branch, Office of Instructional Services analyzes the reports, recommends program improvement and evaluates the present program.

b. Effectiveness. This system does not appear to be equally effective in all schools. The study contained in Annex N indicates wide interpretation of the instructions. More detailed instructions need to be developed to limit interpretations and to facilitate computerization of the reports.

c. Costs. The current operating budget will not cover costs involved in computerizing the reports. Depending on the sophistication sought, we estimate the added cost to the budget would be $3,000 to $5,000 on an annual 10,000 reports (three times the present volume).

Alternative 2: Adopting The National Safety Council System (Annex O)

a. Description. The National Safety Council has developed reporting forms and instructions with features distinguishing them from the present DOE Form No. 411 system:

- any accident which temporarily disrupts the normal instructional/school activity of the student, with or without property loss, but because of resulting injury is termed a "reportable" accident.

- if the injury, with or without property loss, causes a student to lose more than one/half day of school or non-school day activity, the accident is termed "recordable."

- accidents occurring during official school hours in school or at school sponsored events and activities are recorded as "school jurisdictional" accidents.

- accidents happening at other places and times are "non-school jurisdictional."

- forms are available to report these accidents with all the other data found in DOE Form No. 411.

- the NSC forms have items referring to property loss.

- monthly and annual summary forms are available for school, district and state level use.

- data can be compared with other school districts of the nation using the same reporting and recording system.

A basic assumption of this system is that guidelines and instructions on when, how, why and who completes and distributes the forms will be developed by the State, implemented in schools through their districts, and monitored and evaluated jointly by the state and district offices.

The adult supervisor of the activity and/or area of the accident which is reportable fills in the form. Any recordable accident form is completed only after the return of the victim to regular activity of the school or home. In the case of a non-school jurisdictional accident, reports are made by the homeroom teacher or adult school supervisor of the area or activity in the school where the accident happened during non-official school hours, or during the student's going to or returning from school.

b. Effectiveness. A reporting and recording system is only as effective as one wants to make it. The National Safety Council System is complete, accurate, systematic, comparative and can be computerized. But in order to make it effective, these conditions must be met:

- all accidents, injuries and losses must be completely and accurately reported and recorded at the school, district and state levels.

- the data must be carefully analyzed to pinpoint the causes of accidents at the different grade levels, to design and implement programs of prevention and control, and to measure the effectiveness of these programs.

c. Costs. The total cost would not exceed $1,500: "Student Accident Reporting Guidebook," National Safety Council, 250 copies at $2.50 = $500; 10,000 4-page NCR report forms, implementing, monitoring and evaluating the system would be part of current services. In fact, the cost itemized above would be covered by current services up to $1,000, leaving an actual expansion of $500.

d. Spillovers. The value of having the adult supervisor of the area/activity of the accident completing the report is that in so doing, a built-in self-improvement in-service experience takes place. The more careful and complete a report, the more valuable the in-service education! The reporter has to answer why and what caused the accident; and how it could be avoided, prevented and/or the injury/loss reduced or controlled.

Another spillover would be the State Division of Occupational Safety and Health (DOSH) school program becoming more effective. DOSH has standards and regulations for occupational safety of all school employees. An integral part of the safety program is a reporting and recording system. In a school setting, accident prevention programs for students cannot be separated from those for employees. The employer-administrator is the principal of the school.

e. Other Considerations. Reporting of accidents in this manner by teachers becomes a non-teaching, but teaching related activity. Coordination with HSTA becomes necessary as district superintendents and principals make accident reporting a high priority.

The non-school jurisdictional accident may cause some difficulty. One can understand the need for such data by the National Safety Council because schools become the major source of information for national safety programs. In a total safety education program for our schools, accidents happening anywhere and anytime becomes the source of our data and the effectiveness measure of the program.

Less accidents anywhere and anytime allow the students to participate more in the learning activities of the school. The reporting of non-school jurisdictional accidents which interrupt the students' normal or school activities for one/half day or more helps in achieving this benefit.

B. Accident Reduction

Alternative 3: Conducting Safety Inspections

a. Description. The schools undergo inspections by the State Division of Occupational Safety and Health, by the fire and building departments of the four counties, and by the Department of Health. Despite these excellent services, we feel additional inspections are needed by a local school committee representing the school administration, department heads, teachers, support services personnel, parents, students, and other community safety resources. The purposes of these inspections are to coordinate the inspections, to emphasize safety, and to follow-up on discrepancies found by these other groups. Suggested inspection checklists may be found in Annex P to P-4 (short form) and Annex P-5 to P-17 (long form).

In addition to inspections by a local school committee, an athletic and playground safety committee should be constituted. This committee should be charged with development of safety equipment and supplies. Membership of this committee should include representatives of the State Office of Consumer Protection, Division of Occupational Safety and Health, Federal Consumer Product Safety Commission, and private safety groups such as the American Society of Safety Engineers and the National Safety Council.

b. Effectiveness. It is expected that establishment of athletic and playground equipment standards inspections by local school committees and inspection of plans by a safety engineer will result in reduced number and ratio of accidents.

c. Cost. The costs of printing the inspection forms are approximately $250 (250 short forms and 250 long forms).

The costs resulting from inspections, however, will be substantial if all the corrections recommended were to be completed. One hesitates to cite a figure, but DOE and DAGS could probably use $15 million to correct the safety defects.

d. Spillovers. Inspections and inventories tend to produce negative reactions when corrections are not made within a reasonable time. Moreover, a negative cycle is possible with the failure of others to correct defects being used, consciously or unconsciously, as excuses for neglecting the safety program itself.

On the other hand, corrections of defects act as real morale boosters for students and employees, especially those responsible for the safety program.

Another positive item would be the recognition of schools which show no defects.

e. Other Considerations. There are more than 225 public schools in our statewide system. To schedule regular inspections (at least annually) may tax the manpower available at some departments.

Alternative 4: Developing Campus Safety Rules and Regulations

a. Description. The poor response to the Superintendent's request for the schools' safety rules and regulations (Annex K) indicates that model rules and regulations are needed. We feel the program specialist for the Student Safety Program should develop specimen rules and regulations. These specimen rules and regulations would permit each school to modify them to suit their needs.

Safety rules and regulations for student conduct outside of the classroom, but within the school varies widely from school to school. Elementary, intermediate and high schools acquire slightly different versions, but within the same grade level schools, one can find great differences from negatively restrictive types to carelessly neglectful standards.

Model safety rules and regulations for non-classroom purposes include these features:

- suitable for the school size, student age range and location of the school.
- stated in positive terms instead of a series of "no" and "don't."
- express the philosophy that safety permits the individual and others more freedom in all activities because one is free from the fear of accidents.
- cover student conduct in relation to all buildings, grounds, facilities, furnishings, equipment and supplies of the school.

b. Effectiveness. We feel student safety rules and regulations governing student behavior at school will reduce accidents and litigations.

c. Cost. Current services should be able to take care of the materials and supplies needed in this alternative.

d. Spillovers. In the immediate future, most of the updating of our safety education alternatives, curricular and non-curricular, will have to come from present resources, thus calling for priority reordering at state, district and school levels.

Alternative 5: Developing Safety Rules and Regulations for Off-Campus School Sponsored Activities

a. Description. In addition to safety rules and regulations governing on-campus activities, rules and regulations should be developed for off-campus school sponsored activities. Off-campus rules and regulations are being treated separately because they are considerably more complicated. For instance, teacher (adult) to student ratios may have to be reduced from 1 to 25 to 1 to 10/15 depending on activities. We feel the student safety program specialist should develop model rules and regulations which can be readily adopted by the schools.

b. Effectiveness. We feel student safety rules and regulations governing student behavior off-campus will reduce accidents and litigation.

c. Cost. Development of the rules and regulations can be accomplished within the current operating budget.

Alternative 6: Conducting Contests and Recognizing Achievements

a. Description. Contests to reduce accidents among schools and/or districts may serve to reduce accidents and recognize achievements. Individual schools might be encouraged to apply for the National School Safety Honor Roll Program (Annex Q). The student safety program specialist might also assist districts in sponsoring district-wide contests.

b. Effectiveness. The Injury Control Branch (now defunct) of the Department of Health conducted a Safety Contest among several schools within a district. Results were reported to be excellent.

The National Safety Council indicates that the program should be very effective.

c. Cost. Contests or application to the National School Safety Honor Roll Program can be accomplished within the current services budget.

Alternative 7: Establishing Safety Committees at the School, District and State Levels

a. Description. This alternative advocates establishing safety committees at the school, district and state levels. At the schools, committees would be comprised of members representing the administration, teachers, support services personnel, parents, students and community safety resources.

A smaller representative group may be formed at the district level, providing resources for schools.

At the state level, the School Safety and Security Director would chair a committee on safety, security and beautification similar to the Review Committee which was constituted to guide the development of this plan.

b. Effectiveness. Establishment of school, district and state committees is expected to emphasize safety activities and thus reduce accidents.

c. Cost. Establishment of school, district and state safety committees can be accomplished within the current services budget.

Alternative 8: Establishing Safety Officers at the Districts

a. Description. At the state level, a Student Safety Program Specialist is a member of the Student Affairs Section, Office of Instructional Services. The primary task of this position is to recommend actions leading to accident reduction. This alternative proposes establishing a similar position at the Districts.

At the school level, a teacher or administrator might be asked to coordinate safety activities.

b. Effectiveness. Establishment of safety positions in the districts would assist in implementing a comprehensive accident reporting system, and reducing accidents and litigations.

c. Cost. Costs (personnel, supplies and equipment) have been estimated at $100,000 per year.

Alternative 9: Providing Pre-Service Education in Safety Education

a. Description. This alternative suggests that the Office of Personnel Services request institutions of higher learning to provide safety education for all teachers. In development of the curriculum, such resources as the State Occupational Safety and Health Administration shall be consulted.

b. Effectiveness. Providing pre-service training to future teachers is expected to reduce accidents.

c. Cost. Costs of providing pre-service education to teachers would be absorbed by the institutions of higher learning.

Alternative 10: Providing In-Service Training

a. Description. Implementation of a unified and comprehensive program for health education involves providing in-service education to teachers on materials from the School Health Education Study. The School Health Education Study materials have replaced the 1960 guide. Concepts 4 and 5 are related to the concerns of this section. Materials for Concept 4 are organized around the concept that the potentials for hazards and accidents exist, whatever the environment. Materials for Concept 5 are organized around the concept of reciprocal relationships involving man, disease and environment.

b. Effectiveness. Implementation of these new materials is expected to reduce accidents and litigations.

c. Cost. Approximately 100,000 dollars are needed to provide in-service training to all teachers.

Alternative 11: Providing Swimming Instruction to All Students

a. Description. Preliminary results of a water safety survey (Annex R) indicate that 1881 or (41%) 7 to 13 year old students claimed they were able to swim 50 yards. Of this number, 1316 students (29%) actually were able to swim 50 yards. We feel that swimming instruction should be made available to all students in a state surrounded by water.

This alternative advocates a determination of such factors as the age most propitious for teaching swimming, the availability of swimming pools, and the availability of instructors. Upon making these determinations the Department should embark on a swimming program.

b. Effectiveness. Implementation of this alternative is expected to lead to reduced water accidents.

c. Cost. The City & County Recreation Department estimates services would cost $35,000 for the first year.

Alternative 12: Providing School Health Services

a. Description. The general purpose of the School Health Services program is to provide health services so children may get optimum benefits from their learning experiences free from illnesses. More specifically the program provides for various screening tests, teacher health observations, and other health services. In order to accomplish these services more effectively a pilot project providing some schools with health aides supervised by school nurses was implemented in 1970. The pilot project was evaluated by the Legislative Auditor's Office in 1974 and was found to be effective. This project will be extended and expanded to provide health aide services for all schools. It will be fully implemented by 1979. The immediate problem is to help non-project schools provide adequate services until they receive the health aides. The long range problem is to provide follow-up services and adequate record keeping.

The Hawaii Occupational Safety Health Law passed in May 1972 requires first aide certified personnel in the schools: one first aide certified person for up to 14 employees, two certified persons for over 15 employees. A health room is also required for over 50 employees. The problem is that not all schools in the Department meet these requirements.

This alternative involves establishing a full time person to provide for the following:

- Develop a plan of action that will coordinate the applicable portions of the 1966 DOE School Health Services Manual, the standing operational procedures developed by the individual schools, and the gradual phasing in of the Department of Health School Health Manual. The coordination of the procedures will provide for a smooth transition of the Act 130 project and establish the use of one standard manual (DOH) for all schools.

- Coordinate provision of in-service first aid training to volunteers and school personnel (including secretarial, cafeteria, and custodial) with the Department of Personnel Services, the American Red Cross, and the Community Schools.

- Develop a plan to establish a corps of DOE personnel as first aid instructors to provide for the training requirements of recertification every three years.

- Establish a roster of students at each secondary school who are certified first aiders. Utilize volunteers. These students are usually members of Boy Scouts, Girl Scouts, Camp Fire Girls, Pathfinders, Sea Scouts, and members of such organizations as ROTC, Sierra Club, Civil Air Patrol, etc.

- Arrange, schedule, and coordinate courses according to school districts' needs and availability of instructors for first aid, refresher, and instructor training.

- Regularly circulate announcements of various first aid, refresher, and instructor courses to the field.

- Make provisions for adequate health rooms, supplies and equipment.

- Help plan, coordinate, and evaluate school health activities in school and the district with principals, health room personnel, district staff, state staff, and related agencies. Coordinate closely with the DOH. This will include services such as establishing state standards, providing program support through spoken or written program justifications, analyzing problems and seeking solutions, and seeing that program standards and guidelines are implemented as intended.

- Establish DOE standards to meet or surpass DOSH requirements for first aid personnel at the facilities. Scheduling and providing training to meet the standards. This will entail encouraging teachers to volunteer for first aid training by providing in-service credits or released time for payment for participation at such training. This portion also includes coordination with the Teachers Colleges to establish general safety and first aid as requirements for a teaching credential.

- Request that DOSH participate during the developmental stages. Complete necessary paper work before presentation to the Teacher Education Coordinating Committee.

b. Effectiveness. It is expected that this alternative would provide in-service training for follow-up and record keeping procedures, provide first aid training to meet or surpass DOSH requirements, maintaining and seeing that program standards and guidelines are implemented as intended.

c. Cost. In order to fulfill the activities listed in the description above, the following estimates are provided:

One program specialist, Salary range EOSR-6, $15,382 to $21,586 plus 4 longevity steps for 3 years each, $22,546 to $25,724

Office Supplies	$ 200
Travel - air - ground transportation, per diem, mileage	1,500
Educational supplies, texts, bandages, etc.	500
Approximate	$28,000

Alternative 13: Employing School Safety and Security Aides

a. Description. This alternative proposes employing para-professionals to aid the achievement and maintenance of a safe and secure school environment. These aides would be available to all districts according to their enrollment percentage.

A total of 220 positions are budgeted. Districts may deploy their share of manpower according to needs of individual schools.

Aides would assist in JPO, traffic, school bus, pedestrian, bicycle and other safety programs before and after class hours; in inspecting and patrolling playground, bathrooms, assembly areas, cafeteria and other facilities in order to identify and, if possible, correct safety and security hazards of human and non-human nature; in supervising student conduct during free periods of the school day, including lunch period, and at school sponsored activities, on and off campus; and in other safety and security programs.

In-service plans for aides include certification as First Aiders. DOSH (Hawaii Occupational Safety and Health Division) standards can be partially met, thereby.

b. Effectiveness. We feel this alternative will reduce accidents by providing additional supervision.

We also expect implementation of this alternative to reduce litigation.

Cost. *Costs* are calculated as *follows*: $2.94 per hour; 8-hour school/working day; with $6.96 fringe benefits; $100 per position for supplies and mileage; in-service costs for each district was budgeted for a 151 working day; thus a 180 day school year costs $1,020,000.

X. Evaluation of Alternatives

A. Accident Reporting

Alternatives 1 and 2: Reporting Accidents

In consultations with district personnel and principals, they expressed little enthusiasm for replacing the current Accident Report Form 411 with the National Safety Council Form. Thus, the current form will be modified to incorporate the advantageous elements of the Nation Safety Council Reporting System such as adopting definitions which permit electronic data processing, national comparisons and optional items. Furthermore, the Inter-agency School Health Planning Group (Departments of Education and Health) will be asked to determine the kinds of accidents which should be reported.

B. Accident Reduction

Alternative 3: Conducting Safety Inspections

Safety inspections by local school committees representing the school administration, department heads, teachers, support services personnel, parents, students, and other safety resources will serve to coordinate inspections by other agencies, to emphasize safety and follow-up discrepancies.

Moreover, inspection of school building plans by personnel with technical training (reading blueprints, having knowledge concerning standards, dimensions, etc.) will prevent the need to correct deficiencies after facilities are constructed.

Development of safety standards for playground equipment will provide much needed services to the schools.

Alternative 4: Developing Campus Safety Rules and Regulations

This alternative is considered extremely important because it provides the philosophy and expectations for students and staff.

Alternative 5: Developing Safety Rules and Regulations for Off-Campus School Sponsored Activities

This alternative is considered extremely important because it provides the philosophy and expectations of the students and staff. Moreover, in litigious times, it is prudent to provide written rules and regulations.

Alternative 6: Conducting Contests and Recognizing Achievements

We feel contests and recognition of achievements can be effective.

Alternative 7: Establishing of Safety Committees at the School, District and State Levels

Establishment of safety committees at the school, district, and state levels serve to emphasize safety. Perhaps more importantly, this alternative permits using differing expertise.

Alternative 8: Establishing Safety Officers at the District Level

This alternative would emphasize safety considerations in the school. However, this alternative has high costs in comparison to the others. Moreover, district personnel and principals felt this alternative would not be productive.

Alternative 9: Providing Pre-Service Education in Safety Education

This alternative is seen as highly effective for teacher candidates.

Alternative 10: Providing In-Service Training

We feel this alternative is necessary to improve the current system. Implementation of new teaching materials (School Health Education Study) should be accompanied with in-service training.

Alternative 11: Providing Swimming Instruction to All Students

This alternative is desirable because enjoyment of one of Hawaii's greatest assets should be without danger.

Alternative 12: Providing School Health Service

A plan of action will be available to non-project schools (no health aides) so they may provide services to students.

In-service training will be provided so that follow-up health services and record keeping may be accomplished and provide schools with certified first aid personnel who will meet or surpass DOSH requirements. A program plan will be developed to coordinate and evaluate school health services, provide consultative services, establish state standards, maintenance of program and seeing that program standards and guidelines are implemented as intended.

This alternative will meet the Superintendent's request for the development of a school health services program that will conserve, protect, and improve the health of students. The meeting of DOSH first aid personnel requirements will be implemented.

Alternative 13: Employing School Safety and Security Aides

This alternative was included as a result of consultations with district personnel and principals. It is felt that this alternative will reduce accidents and litigations.

XI. Recommendations

The following alternatives constitute recommendations which blend evaluative data, judgments of the Review Committee, suggestions from district personnel and principals, and guidance from members of the Board of Education. The alternatives are presented in two categories: 1) alternatives which can be implemented with the current budget, and 2) alternatives which require additional funds.

A. Alternatives Which Can Be Implemented With The Current Budget

1. Develop Model Campus Safety Rules and Regulations.
2. Develop Model Safety Rules and Regulations for Off-Campus School Sponsored Activities.
3. Establish Safety Committees at the School, District and State Levels.
4. Conduct Regular Safety Inspections, Develop Safety Standards and Inspection Procedures for Playground Equipment.
5. Conduct Contests and Recognize Achievements.
6. Coordinate to Provide Pre-Service Safety Education.

B. Alternatives Which Require Additional Funds

	Six-Year Costs
1. Employ School Safety and Security Aides	$6,937,951
2. Provide In-Service Training to Teachers to Implement the New Materials from the School Health Education Study	100,000
3. Incorporate the National Safety Council Accident Reporting System into the Department's Form 411 Reporting System	3,000
4. Provide Swimming Instruction to Students	210,000
Total	$7,250,951

CHAPTER V
PERSONAL SECURITY

I. General Nature of the Problem

Nationally, the incidents of brutal and often senseless anti-social behaviors are increasing. A preliminary study of the Subcommittee to investigate Juvenile Delinquency, United States Senate, has produced compelling evidence that the level of violence is reaching a crisis proportion and is seriously threatening the ability of our educational systems to carry out the functions of education.[1] This trend is especially alarming because the curve of violence is rising even though the percentage of youth in the population is decreasing.

As recently as 1964, a survey of the nation's teachers found that only 3 percent of their students could be considered discipline problems.[2] Today, the situation has changed dramatically; the levels of violence and vandalism in schools are increasing in frequency and seriousness. In a survey of teacher needs conducted in 1972, 54 percent of the teachers indicated student disruptions of their classrooms to be a problem of moderate to critical proportions.[3] Indeed, it is becoming apparent that schools are experiencing felonious incidents such as fights and assaults on teachers and students. In a 1964 survey by the National Education Association, 14.7 percent of the teachers surveyed reported that a teacher had been physically assaulted in their schools. A similar survey in 1973 disclosed that 37 percent of the nation's public school teachers reported an incident of teacher-oriented assault in their schools, and almost 50 percent of teachers in school districts over 25,000 students were aware of specific assaults on teachers in their schools. While the violence directed against teachers is alarming, the principal victims have been the students; the Subcommittee's survey found that violent assaults on students increased by 88.3 percent.[4]

While the problems in Hawaii are not as serious as that reported in the rest of the nation, we have also observed an increasing trend of anti-social behaviors (fights, assaults, hijacking, vandalism, burglaries, arson, etc.) For example, the 1974 Legislature, responding to increasing incidents in the schools, passed Act 186 which provided security patrols to curb fights, assaults, hijacks, drug sales, and other activities inimical to academic pursuits in the public schools. The "Evaluation of the School Security Patrols" noted 2,166 incidents such as assaults, fights, disorderly behaviors, gambling, and illegal parking in the eight schools during the second semester of the school year 1974-75.[5] On May 7, 1975, the Superintendent informed the Board of Education[6] of the following losses for vandalism, fires, and burglaries:

---

[1] "Our Nations Schools-A Report Card: 'A' in School Violence and Vandalism," Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency, Senator Birch Bayh, Chairman, April 1975.

[2] Ibid, p 3

[3] Ibid, p 3

[4] Ibid, p 5

Years	Costs
1972	$3,920,903
1973	703,438
1974	1,455,912

To prevent further increases in anti-social behaviors, the "Superintendent's Plan of Action to Deal with Student Unrest and campus Disturbances"[7] suggested immediate actions which could be taken by the schools; the plan also outlined the respective roles of students, teachers, principals, districts and state offices personnel.

In short, the general problem is to provide approaches which curb and prevent anti-social behaviors.

II. Reasons for Attention at this Time

Nationally, the problems of school violence are reaching crises levels. Locally, increasing serious incidents such as a death related to a fight in school (McKinley) and incipient student gang fights (Kahuku and Waipahu) have resulted in feelings that action must be taken immediately to prevent the situation from deteriorating further. To this effect, the Superintendent has requested that his staff recommend actions to curb and to prevent violence by improving the school environments.

III. Target Groups

In the narrow sense the target group involves students who are currently involved in anti-social behaviors as well as those who might commit such behaviors if conditions permitted them to do so. In the broader sense the target group concerns all students because some preventive measures should be directed to all students. For the purposes of this plan, we believe the target group should encompass all students.

---

[5] Evaluation of the School Security Patrol Pilot Project, Office of Planning and Budget, Department of Education, State of Hawaii, January 1976.

[6] "Property Crime in the Hawaii Public Schools," May 7, 1975.

[7] "Superintendent's Plan of Action to Deal with Student Unrest and Campus Disturbances," Department of Education, State of Hawaii, December 4, 1974.

IV. Beneficiary Groups

The direct beneficiaries are the students and teachers. An environment which reduces students' fear of harm will permit them to learn more readily; for instance if a student is afraid to go to the restroom, she may be uncomfortable all day. Similarly teachers would benefit through decreased fears for their personal security and free them from spending disproportionate time and energy on security matters. Administrators also benefit because their time can be spent more productively.

Parents and taxpayers comprise indirect beneficiaries because anxieties concerning their children's safety are mitigated, and costs associated with vandalism, burglaries, and fires will be reduced.

V. Programs Relevant to this Problem

A. School Administration Program (EDN 507)

This program involves the provision of management, fiscal planning, logistical and other services to schools as organizations. Thus, many of the recommendations of this plan will be implemented through this program.

B. Compensatory Education Program (EDN 202)

This program includes providing supplemental services and experiences to educationally disadvantaged and alienated children through modified curriculum and counseling, and work experiences.

C. Counseling Program (EDN 401)

Guidance involves helping students with their personal-social growth.

D. Student Activities Program (EDN 402)

This program involves students in activities such as socials, contests, clubs, assemblies, government, etc.

E. Curriculum Services Program (EDN 302)

This program involves planning, developing, testing, monitoring, and evaluating new and existing curricula and pedagogical techniques.

F. Preventive Services Mental Health Program (HTH 401)

This program involves early intervention with children with emotional and behavior problems and their parents (counseling, group work, etc.)

G. Juvenile Crime Prevention Division, Honolulu Police Department

The objective of this division is the suppression, prevention, and investigation of crimes committed by children under age 18.

H. The Family Court

The court is charged with the care, guidance, and control of children coming within its jurisdiction.

VI. Objectives Related to this Problem

A. To make the schools humanistic places where students acquire a sense of personal worth and respect for others.

B. To reduce assaults/fights, disorderly/disruptive behaviors, intimidation/threats, drug sales/use, gambling, and other acts inimical to a positive school environment.

VII. Measures of Effectiveness Related to this Problem

A. Students' responses on a questionnaire which measures the schools' humanistic climate (measuring students' feeling of personal worth and respect for others).

B. Number and ratios of assaults/fights, disorderly/disruptive behaviors, intimidation/threats, drug sales/use, gambling and other acts inimical to a positive school environment.

VIII. The Framework of the Analysis

While this chapter follows an analytic format, sophisticated analysis has not been possible because data on the two measures of effectiveness (first, students' feelings of personal worth and respect for others; and second, numbers and percents of assaults/fights, disorderly/disruptive behaviors, etc.) have not been collected; moreover, these measures of effectiveness have not been related to each alternative. For example, if we were to evaluate the effectiveness of alternatives suggested in the following section, we might use the following procedures: First, we would administer a questionnaire to assess the humanistic climate (students' feelings of personal worth and respect for others) of each participating school; we would also obtain the numbers and percents of anti-social behaviors (assaults/ fights, disorderly/disruptive behaviors, etc.) for each participating school (i. e. number of students divided by the number of anti-social behaviors). Second, we would implement the different alternatives in different participating schools during the school year. Third, at the end of the school year, we would readminister the questionnaire assessing the humanistic climate of the schools and again obtain the numbers and percents of anti-social behaviors for each of the participating schools. Fourth, we would analyze the data, extracting variances due to effects other than those of the alternatives being examined (controlling for socioeconomic variables, differential achievement scores, differential school sizes, etc. Fifth, we would divide the effectiveness measures by the costs of each alternative and recommend implementing those alternatives with the highest ratios.

Although the data are not available at this juncture, there is an urgent need for action to curb anti-social behaviors. Thus we will make our recommendations after consideration of the available data. If these recommendations are implemented in the schools, then the alternatives might be analyzed in a fashion described above.

IX. Alternatives

This section presents alternatives or suggestions relevant to accomplishing the objectives delineated in Section VI above. The alternatives are divided into two categories: 1) alternatives which have been tried in the Department and were judged to be successful; and 2) alternatives which may be considered new directions.

A. Encouraging Successful Projects

This section provides some examples of projects we feel have been successful in combating violence and destruction. We regret space does not permit us to provide an exhaustive list; other successful projects are delineated in reports of on-going programs such as the Compendium of Compensatory Education Programs.

Alternative 1: Expanding the Law and Justice Awareness Program.

1. Description. The Law and Justice Awareness Program conducted by officers of the Community Relations Division of the Honolulu Police Department is an example of an on-going activity which might be expanded. The program includes: 1) an introduction to the functions of law enforcement by encouraging students to discuss their own losses from theft as well as causes and preventive measures; 2) a discussion of the concepts of personal responsibility where an individual's reputation is affected by his friend's unlawful activities; 3) a discussion of offenses resulting from unethical business and professional practices; 4) sharing personal experiences where apathy and unwillingness to become involved led to additional problems; 5) informing students of the role of the police officer; 6) informing students of the law-making process; and 7) informing students of the judicial process.

   The program uses lectures, discussions and other educational techniques such as role-playing to correct misconceptions. Instruction is spread over a period of six weeks for high school students and two weeks for elementary students.

2. Effectiveness. After initial resistance to "police tactics" principals are requesting this program at a rate which cannot be met by the current staff. After examining the curriculum, we feel this program contributes to emphasizing the importance of discipline and law enforcement. Moreover, we feel this program is especially important to "problem" schools; in particular, personnel of the Community Relations Division should be consulted in the incipient problem stage rather than after a problem has reached the crisis stage.

3. Cost. This program is funded by the Honolulu Police Department.

Alternative 2: Repiloting the Truancy Program

This alternative involves repiloting the program developed by the Honolulu Police Department and the Department of Education in April 1971. The program initially requested by the Police Department, outlined such police procedures as: familiarizing themselves with school policies, picking up attendance lists from schools, patrolling designated areas, questioning suspected truants, filling out truancy reports, transporting truants to school if the schools are not out of the officers' way, and informing schools if a truant is found and arrested.

School procedures for handling truants included: receiving truants, verifying truancy, telephoning parents and mailing a copy of the Truancy Report to Parents, counseling truants, making program adjustments, and preparing summary reports.

2. Effectiveness. The program was tried during the month of May 1971. It is felt this was too short a period to determine its effectiveness. We feel a truant program in concert with realistic adjustments of student programs, and alternative schools will contribute toward decreasing anti-social behaviors.

3. Cost. While this program can be accomplished with existing budgets, implementation will require additional coordination and additional tasks for existing personnel.

Alternative 3: Encouraging Individual School Efforts to Reduce Anti-Social Behaviors

1. Description. This alternative involves encouraging the many innovative, successful activities that have been undertaken in the Department. Encouragement includes recognition of these activities and informing others about them.

One kind of activity involves school requests to agencies and trusts to fund innovative programs. An example of this activity is the $800 provided to Baldwin High School by the Commission on Children and Youth to assist purchasing a pool table and supplementing peer counselor wages. The Commission on Children and Youth also provided $800 to Roosevelt High School's "Metamorphosis Program" to assist funding a human relations camp which promoted communications and understanding among students.

Another kind of example involves the many successful activities conducted by the schools. These activities include: school assemblies in such areas as music programs, speech contests, ethnic dances, etc.; 2) intramural athletic programs which foster teamwork, competition, and recognition; 3) ethnic clubs; 4) gamerooms where students can interact informally; 5) "buddy" relationships where students help new students to become acquainted with others, with facilities, and with the prevailing mores; 6) big brother/sister programs; 7) plays about student violence; 8) suggestion boxes; 9) ethnic festivals; 10) leadership conferences; 11) peer tutoring assistance; 12) "Meet a New Person Day" where every student makes an effort to meet a new student; 13) programs in concert with other governmental agencies and community service organizations such as the Department of Health, the Department of Social Services and Housing, the Young Men's Christian Association, the Lions Club, etc.; 14) parent coffee hours; 15) student exchange programs with other schools; 16) mini course offerings which are based on student interests; 17) pot-luck suppers; 18) campus clean-up events; 19) ethnic studies units in classes; 20) orientation for new students featuring introductions, speakers, and slides about the school.

2. Effectiveness. We feel insufficient attention has been given to these efforts in the schools. Evaluation of these efforts would probably disclose these endeavors have prevented many anti-social incidents.

3. Cost. We feel these activities can be undertaken with current budgets.

Alternative 4: Using School Security Patrols to Reduce Anti-social Behaviors

1. Description. In order to combat the increasing incidents of violence in Hawaii's schools, the Seventh State Legislature (1974) established a one-year pilot project employing school security patrols. The purpose of establishing the patrols was to curb assaults, fights, vandalism, hijacking, drug sales and use, and other activities inimical to academic pursuits in the public schools. The legislature appropriated $50,000 to implement the project.

   The project (School Security Patrol Pilot Project) has two components: day school security patrol services and night (non-school hours) school security patrol services. This alternative is concerned with day services; night services are covered in Alternative 3, Chapter II.

   The duties of the day school security patrol officers include: "...check the entire premises, particularly those isolated areas where troublesome youth are likely to gather. When a fight occurs or is about to occur, they shall use their discretion in stopping or preventing fights and, in the event of a crisis, they shall adhere to the course of action deemed most feasible to handle such situation of an emergent nature."[8]

---

[8] A Request for Proposal, Security Guard Services for Selected Oahu School Campuses of the Department of Education, State of Hawaii; Compensatory Education Section, Office of Instructional Services, October 22, 1974.

The Security Unlimited Corporation, dba Aloha Hawaii Security Guard, was contracted to provide security patrol services. On January 13, 1975, day school security patrol services were provided to the following schools:

Campbell High (4 hours)
Dole Intermediate (4 hours)
Kailua High (4 hours)
Kailua Intermediate (6 hours)
Kalakaua Intermediate (4 hours)
Leilehua High (4 hours)
Radford High (4 hours)
Waimanalo Elementary & Intermediate (6 hours)

2. Effectiveness. The evaluation[9] of the school security patrols indicates the project is effective in accomplishing the second objective: reducing assaults/fights, disorderly/disruptive behaviors, intimidation/threats, drug sales/use, gambling and other acts inimical to a positive school environment. This evaluation was based on (1) questionnaire responses of students, teachers and parents; (2) judgments of principals; (3) analysis of serious incident reports, vandalism reports, burglary reports, and fire reports; (4) analysis of services as recorded on the school security patrol logs.

   More specifically, the evaluation revealed: over 50 percent of parents, teachers and students felt the school security patrols were effective; day school security patrol logs showed a marked decline of anti-social incidents, falling from 340 per week to 30 per week; principals judged school security patrols to be effective.

3. Cost. If the costs of providing day school security patrol services to a school for 4 hours daily for 137 days is $4,329.20 (bid proposal--Burns International Security Services, Inc.), then the costs of providing these services for 176 days are $5,555 per school. If services were provided to 10 high priority schools (schools with high serious discipline incidents, false alarms, fires, arrest rates, and student suspensions) for 176 days (full school year), then the costs are approximately $55,550 per year. It should be noted that these services are a reduction from the 1975-76 levels which provide day school security patrol services

---

[9] Evaluation of the School Security Patrol Pilot Project, Planning Services Branch, Office of Planning and Budget, Department of Education, State of Hawaii, January 1976.

for 13 schools. This reduction reflects our belief that alternatives which address causes will be found to be more effective than school security patrols.

4. Spillovers. Security patrols may relieve principals' anxieties and may reduce litigation. Principals reported being less worried that something would occur which would make them susceptible to the charge of "improper supervision."

   School administrators would be able to spend more time and energy on educational tasks. Principals reported they were able to carry out their other responsibilities rather than being forced to constantly patrol their campuses.

   Teachers would be relieved of disciplinary duties not directly related to their classrooms.

   Police officers would be directed from their other duties less frequently.

Alternative 5: Encouraging Consultive Management

1. Description. The belief in human dignity underpins consultive management. All persons are regarded as being intrinsically worthy. Persons are not indolent, passive, or selfish by nature. Rather, altruistic motivations, the potential for full development, the capacity for assuming responsibility, and the willingness to direct behavior toward organizational goals are present in all persons. The primary task of management is to arrange conditions and procedures so that people can achieve their own goals best by directing their efforts toward organizational objectives. From this perspective, management is the process of creating opportunities, releasing potentials, encouraging growth, and providing guidance.

   The objective of consultive management is to develop a system made up of interlocking work groups with favorable attitudes and trust among members. The system should facilitate participation in formulating objectives and decision-making which produce a sense of involvement and identification with objectives. A sense of involvement and identification with objectives, in turn, might be expected to result in feelings of personal worth in achieving the objectives. This system involves encouraging acceptance of responsibility, managing through participation, and using evaluation primarily for guidance rather than control. Further, this system might be expected to promote blending self-actualization with organizational goals.

Implementation of this system involves forming work groups of parents, students, teachers, and community representatives to help formulate annual objectives. The objectives should be clearly stated, realistic, attainable within the year, and measurable. The objectives should also be integrated into the school budget. For example, a principal might establish a work group to coordinate activities in school security, campus beautification, school safety and personal safety. If an objective of this group were to reduce vandalism, they should participate in planning the expenditures of the funds given to the school under "$1 per ADA" (see Chapter II, Plant Security).

2. Effectiveness. While data on the effectiveness of this approach for education is still being obtained by the Department (McKinley Complex Systems 4 Project), this approach has been used with great success in business. During the last decade or so, industrial studies have identified management variables which distinguish the more effective from the less effective organizations. Prominent among these variables have been leadership behaviors which affect intra- and inter-group relationships.[10] Behaviors which were characterized as participative were associated with high productivity. More specifically, Likert has theorized that supervisory leadership affects loyalties, attitudes, motivations and productivity. In testing his theory, he hypothesized an increase in productivity would ensue as management styles moved from authoritarian styles (System 1) to paternalistic styles (System 2) to consultative styles (System 3) to participative styles (System 4). Likert found gains from 30 to 40 percent supporting his hypothesis in his studies with industrial organizations.[11]

   We believe this approach has great potential for contributing toward attainment of our objectives of (1) making the schools humanistic places where students acquire a sense of personal worth and respect for others, and (2) reducing assaults/fights, disorderly/disruptive behaviors, intimidation/threats, etc.

3. Cost. We believe this alternative can be accomplished with current budgets.

---

[10] See for example works by C. Argyris, D. McGregor, W. F. Whyte, and R. Likert.

[11] Likert, Rensis, The Human Organization: Its Management and Value and New Patterns of Management. McGraw-Hill Book Co., N. Y., 1967 and 1961 respectively.

B. New Directions

These alternatives may be considered as those which change program emphasis or point new directions.

Alternative 6: Investigating Measures which Protect and Support Teachers, Classified Personnel, and Administrators

1. Description. This alternative involves examining measures which provide greater protection and support to teachers, classified employees, and administrators in job-connected injuries and losses. While we feel that implementations of some of the alternatives provided in this plan will reduce and hopefully eliminate problems of violence in the schools, we also feel that it would be prudent, if not sagacious, to protect departmental personnel.

   One of the areas which might be examined is the indemnification of departmental personnel. This involves indemnifying a departmental employee for expenses or damages sustained by him by reason of an action or claim against him arising out of the negligence of such an employee or other act of his resulting in accidental bodily injury to or the death of any person or accidental damage to or destruction of property, while acting as a departmental employee.

   A second area which might be examined involves damages or loss of property. This involves reimbursing a departmental employee for any clothing or other personal property damaged or destroyed as the result of an assault suffered in the course of employment, and any medical, surgical or hospital services (over and above the amount of any insurance reimbursement and Workmen's Compensation received by the departmental employee) incurred as the result of any assault suffered in the course of employment, and any medical, surgical or hospital services (over and above the amount of any insurance reimbursement and Workmen's Compensation received by the departmental employee incurred as the result of any assault suffered in the course of employment.

   A third area which might be examined is personal injury. This involves granting fully paid leave, without loss of pay, for absence caused by injuries, assault or battery sustained in connection with employment. The leave should cover the period of disability and should not be charged against sick leave. Upon presentation of medical bills, the employee should be reimbursed for all medical expenses to the extent that such expenses are not already covered by medical insurance. Employees should be given the option to elect coverage under Workmen's Compensation. While out on Workmen's Compensation, an employee, upon request, should be able to draw from sick leave benefits to make up the difference between the Workmen's Compensation coverage and his regular wages.

2. Effectiveness. While we do not have evidence relative to our two effectiveness measures (positive interpersonal climate, and reduction of anti-social behaviors), we believe that this alternative indirectly contributes to them by enhancing commitment and the discharge of professional responsibilities.

3. Cost. Cost estimates for this alternative should be determined upon conducting the investigation.

Alternative 7: Providing Crisis Intervention Training to Teachers and Administrators

1. Description. The "Superintendent's Plan of Action to Deal with Student Unrest and Campus Disturbances"[12] was developed to address the objective of reducing assaults/fights, disorderly/disruptive behaviors, intimidation/threats, drug sales/use, gambling and other acts inimical to a positive school environment. The plan charged the principals with dealing "swiftly and firmly with any individual whose presence on the campus threatens the safety of others." The plan also charged teachers with the responsibility of intervening "whenever a fight or any other type of disturbance threatens the well-being of a student." The teachers are cautioned not to "walk away from or ignore in other ways, any disturbance on the campus at any time during the school day." Although they have been charged with these responsibilities, administrators and teachers have not had training to cope with anti-social behaviors which threaten the well-being of students.

   The Law Enforcement Training and Research Associates, Inc. has developed pragmatic, skill-oriented programs designed to provide agents with skills necessary for dealing effectively with dispute situations. These programs have been presented with great effectiveness to such agencies as the FBI, the San Jose Police Department, and the California Youth Authority.

---

[12] "Superintendent's Plan of Action to Deal with Student Unrest and Campus Disturbances," Department of Education, State of Hawaii, 12/4/74.

The specific objective of the programs includes reducing the potential for injury to agents and clients by learning a detailed intervention procedure for managing and resolving crisis situations.

The program relevant for school personnel may be divided into eight interrelated segments. Each segment is presented so skills being taught follow the sequence that actually occurs in a dispute. The following have been extracted, modified, and summarized from copy-righted material in order to provide the reader with an indication of the contents of the program.[13]

The first segment focuses on safety -- procedures and preventive measures necessary to minimize the potential for violence and injury to both the agent and client. In this segment the agent is taught to assess the danger level by such methods as visually searching the disputants and checking for danger signs such as thrown objects. Among other things, he is taught that seating disputants is the best method of stabilizing the physical situation; it has been found that tension is reduced when people are sitting because people are more used to talking when sitting. Practical suggestions include seating potentially violent persons more than an arms length from each other, with the agent sitting between them, and minimizing disputants' eye contact if the parties are upset.

The second segment focuses on diffusing techniques -- restoring order in violent and potentially violent situations. Situations which need diffusing include those which (1) disputants are so angry with each other and/or the agent that they cannot be talked to and (2) disputants are upset, sobbing or hysterical. In this segment, agents are taught the general principles for diffusing such as using less to more aggressive approaches so as to maximize the alternatives available; for instance, if a hardline approach is used at first and doesn't back a disputant down, then it is almost impossible to return to a lower key method. The agent is also taught to avoid "high risk-high gain" techniques; for example, the suggestion to a client "to act like a man in front of the other students," may calm him, but more often will infuriate him. Practical skills include learning the use of surprise comments which may distract the disputants thereby temporarily changing the mood of the moment. For example, when two persons are about to fight, the agent might try "Well, how are you two today? Looking forward to the holidays?" The central idea is to respond out of character in hopes of breaking up the pattern of anger, aggression, or hysteria; the purpose is to elicit some kind of behavior from the disputants that is opposite or incompatible with what they are doing. Another practical skill in diffusing involves learning the use of making requests. For example, the agent might be able to interrupt a yelling match by saying to one of the disputants, "Excuse me but do you have a pencil?" A third practical skill involves learning to use confusion such as the "Columbo Approach." Even though the agent can clearly see what the fight is about or why someone is angry, he can pretend that he does not understand. Since the dispute is obviously of great importance to the participants, if the agent "fails to grasp" an important part of the argument, people will often stop and explain. The act of explaining usually causes them to lose some of their anger.

---

[13] Law Enforcement Training Associates, Inc., 1974

The third segment focuses on brief interviewing -- techniques that can be used to quickly and efficiently acquire an accurate picture of the nature of the crisis. Brief interviewing is completed when the agent can summarize the problems and the people essentially agree that he understands each of their stories. In this segment, the agent is taught such approaches as establishing rapport, not talking too much, not arguing (not uncovering "truth" but to obtain a clear statement of the problem as the people see it), maintaining impartiality, hearing all parties without letting others talk for a person, avoiding suggestions, not letting the citizen interview the agent (not responding to a question for an opinion such as "Do you believe her?"), and avoiding leading questions. Specific interviewing techniques taught to agents include the use of: (1) listening responses which provide the speaker with feedback showing interest and understanding; (2) paraphrases which permit the interviewer to check to see if he has understood what someone has said rather than merely restating what the person has said. For instance, the interviewer will be taught to ask himself "what did he mean?" and then use the paraphrase to check out his conclusion. An example of paraphrasing might be:

Teacher: Jim should never have become a teacher.

Interviewer: You mean he can't handle aggressive students?

Teacher: Oh, no, I mean he is so creative that he could be a great artist.

Interviewer: Oh, I see, you think he should be creating art rather than teaching?

Teacher: Exactly, teaching is not the right job for him.

(3) perception checks which test whether or not the interviewer has accurately understood the person's expressions of feeling; (4) asking open questions which usually begin with "how" and "what," thus encouraging explanations; (5) appropriate use of silence which conveys the message "please tell me more."

The fourth segment focuses on mediation -- techniques that the agent can use to help disputants arrive at their own solutions to problems. In mediation, the agent tries to help the clients do something with the problem or problems that have been identified during the interviewing. The goal is to help the disputants agree on a specific course of action and to leave them with a positive feeling about that course of action. In this segment, the agents will be taught when to mediate (such as when what people are saying is unclear) and how to mediate (such as eliciting suggestions: Having gained some agreement as to the problem, the agent should say something like, "Well, how do you folks think you can handle this?" or "What ideas do you have for avoiding this in the future?" The agents will be taught that the suggestions must come from the disputants.) Specific mediation techniques include: (1) listening and clarifying, (2) summarizing, (3) role reversal, and (4) learning to concentrate on the most difficult disputant (learning to spend the most effort on the least cooperative person because the tendency is to do the opposite).

The fifth segment focuses on referral -- when to refer, who to refer to, how to refer, and where to refer. Referral is the process of getting a commitment from the disputants that they will go to a resource for help in managing specific problems. In this segment the agent is taught to refer people such as those who have a relatively specific problem (drugs, alcohol, sex, etc.) and those who ask for help. The agent is taught steps in making referrals: First, making sure the disputants all agree that they will go somewhere for help. Second, being specific in making the appropriate referral; these include providing the name, address, hours and phone number by writing these down and leaving it with the disputants, and going over pertinent facts such as fees and services. Third, checking for anxieties and reassuring the persons by doing everything to remove felt or perceived obstacles. Fourth, consolidating the referral by getting the participants to talk a bit about going to the resource such as asking "How do you plan to get there?"; and getting specific agreements on who will call, when they will call, what help they will ask for, and how they will get there. Fifth, summarizing the basic agreements. Sixth, encouraging follow-through by praising them for their wise decision and conveying the feeling of optimism that the referral will help their particular situation. This segment also provides agents with a referral manual prepared especially for their needs and provides instructions in its use.

The sixth segment focuses on cultural issues -- familiarity with social patterns and interactions within various ethnic groups. In this segment the agent is taught not to "fake it" such as using dialect, to be himself, and to avoid insults by knowing certain words or actions which may be commonplace but may have insulting connotations to some groups. Practical information (such as information on sensitive issues) is provided about various ethnic groups he might be likely to encounter.

The seventh segment focuses on legal issues -- a variety of critical areas which frequently arise in dispute situations. In this segment the agent is taught not to dispense legal advice in a quasi-lawyer fashion, and to avoid errors which might result in a criminal or civil litigation with the agent as the defendant. The agent is provided with steps to follow when dispensing legal information such as explaining specific procedures and checking to be sure that the disputants know what they must do if the desired result is to be achieved. Practical information is provided such as where and how to make complaints, and obtaining and enforcing restraining orders.

The eighth segment focuses on departmental procedures and operational issues -- integrating skills with the on-going operations of the department. This segment includes providing training on field procedures, communications, supervision, follow-up, and feedback.

The training relevant to the eight segments described above involves individual supervised skill practice. Class time is largely spent on demonstrations, practice and supervision of the new methods being taught. Actors are used to simulate disputes and the agents being trained interact in these situations. Each interaction is video-taped and replayed so that the agents can see themselves and critique their own actions. Lectures are kept to a minimum. At each session, the agents receive detailed class outlines which allow them to participate freely in class rather than take notes. Reading assignments are also distributed at selected classes. These assignments are highly condensed and have been written specifically for this course. Each reading assignment includes a self-administered test which allows the agent to check his grasp of the material. Agents are also asked to complete an anonymous evaluation form indicating the quality of the material and instruction for each class.

The course is presented in 32 to 40 in-class hours, as either a four-day, eight-hour per day schedule; a four-hour per day, two-day per week (for four weeks) schedule; or five-day, eight-hour per day in one week. It can be presented locally or off-site on a live-in basis. The training is currently accredited for three semester units of upper division college credit at San Francisco State.

This alternative would be implemented in three phases. Phase I would entail a demonstration for state and district personnel, university professors, principals, and teachers. This phase would begin by a visitation of three professionals from the Law Enforcement Training Associates, Inc. for two weeks. This time would be used to familiarize them with local conditions, problems and issues that might be raised in the demonstration classes. It will also allow the instructors to become intimately familiar with present procedures that are being used to cope with violent problems as well as to do a preliminary assessment of the nature and scope of the problem as viewed by some of our selected personnel. At the end of this two-week observation period the staff would return to San Francisco and prepare modifications to the curriculum. A period of approximately two weeks would be needed to complete modifications; they would then return to Hawaii to put on two consecutive weeks of demonstration training. These demonstrations will provide us with the opportunity of judging the merits of the training. Upon favorable evaluations of the demonstrations, Phase II would begin.

Phase II would involve training of 12 personnel. These persons might include university professors who would agree to provide in-service training, state and district personnel, and teachers who would in turn provide training for other members of the department. It will cost $3,500 to train each of the 12 instructors. This cost will include training the instructors in presenting the curriculum, supervising necessary revisions of the cultural and legal issues curriculum, developing the community resource manual system, supervising the instructors when they have completed the training program, and troubleshooting as needed. This cost also includes the presentation of the initial one week course to the instructors. Other services included in the fee are: preparing and training role players, filming video tape sequences, and arranging and coordinating college credit (if desired).

The first step in training the instructors is having them take the course as students. After the first week, the second step involves participation in decisions concerning modifications of the cultural and legal issues curriculum, summarizations of the Community Resource Manual (available community agencies who can provide services when referral is appropriate), and preparation of video tape training films used in the course. During this period, instructors would also be given an intensive training regimen on the specifics of teaching crisis intervention. The instructors would also learn how to operate video equipment. The training program constitutes seven weeks. The third step involves permitting the instructors to absorb and review the materials and to complete final preparations prior to teaching. This should take two weeks.

Phase III involves the instructors providing inservice training for approximately 1000 (33%) intermediate and high school teachers and administrators.

2. Effectiveness. Data measuring the effectiveness of the training in reducing such activities as assaults/fights, disorderly/disruptive behaviors, intimidation/threats, etc. in schools are not available. However examination of the training does indicate a great potential for dealing with crisis situations successfully--preventing arguments from deteriorating into assaults/fights, etc.

The training described in the section above has been found to be highly effective in imparting ideas and concepts to police officers.[14] The training was found to be statistically significant in affecting officers' attitudes toward psychological approaches and towards handling family fights. The officers' personal responses to the training were overwhelmingly positive. A six-month follow-up survey indicated the officers found the training to be significantly useful in their field situations. Eighty-eight percent of the officers found the training to be useful, enjoyable, and interesting. Eighty-four percent reported they found the skills to be effective at least sometimes.

---

[14] "Summary of Evaluation of Crises Intervention Training," California Council on Criminal Justice Evaluation Report.

Discussions with the San Jose Police Department (Deputy Chief Ed McKay) confirmed the effectiveness cited above.

Close analysis of the curriculum and instructional methodology indicates an effective training program.

3. Costs

a. Phase I (1975-76)

Two one-week demonstrations for approximately 30 persons (state administrators, university professors, principals, teachers, and security patrol personnel).

6 round trip flights @ $250 per flight	$ 1,500
28 days per diem for 3 persons @ $40 per day	3,360
10 days of training @ $450 per day (includes 3 instructors)	4,500
	$ 9,360

b. Phase II (1975-76)

Training 12 personnel in the Department and/or university professors who will in turn provide training for departmental personnel:

Instructors @ $3,500 per instructor (12)	$ 42,000
Consultant travel and living expenses (cost reimbursable)	9,000
Secretarial services for two months	1,500
Video tape & auxiliary equipment	6,000
Printing costs	1,800
Community Resource Manual binders	600
Phone service (during instructor training)	200
Office supplies & miscellaneous	500
Estimated Costs	$ 61,600

c. Phase III (1976-81)

Printing costs of curriculum and community resource materials (150 pages @ 5¢ per page for 1000 students)	$ 7, 500
TOTAL COSTS	$ 78, 460

Alternative 8: Developing and Implementing a Culture Studies Curriculum

1. Description. An important approach to treating a cause of some anti-social behaviors (fights, assaults, hijacking, etc.) is promoting understanding among different ethnic groups. To this effect, the Department of Education authorizes a wide array of courses dealing with culture studies.[15] For example, culture studies may be integrated in the themes of the Basic Program in the elementary grades, particularly in social studies. Similarly, in the secondary social studies curriculum, an objective of Theme I: Our Cultural Heritage is identifying and explaining the social and cultural composition of Hawaii as affected by social stratification, mobility, and ethnocentrism; and, Theme III: World Cultures is directed toward in-depth study of selected non-western societies. For high school students, culture studies may be integrated in the American Studies (0228) course where changes in social classes are studied as well as the American Problems (0201) course where students are made aware of important problems in contemporary society. Cultural understanding can also be fostered in the Hawaiiana (0210) course which seeks to make students understand the life styles of the Hawaiian people, past and present. The study of other ethnic groups is possible in Sociology (0221) which seeks to understand social patterns of behaviors of selected ethnic groups, and Ethnic Studies (0298) which includes objectives such as the following: (1) to identify and define concepts such as group processes, cultural diffusion, cultural pluralism, ethnic groups and self-concept; (2) to analyze the interrelationship of racial and ethnic groups in America; (3) to analyze the relationship between minorities and the dominant culture; (4) to determine the causes and effects of stereotyping, prejudice and discrimination; (5) to identify and analyze problem areas related to ethnic groups; (6) to hypothesize future ethnic relations in the United States; (7) to be willing to question and re-examine biases related to

---

[15] Authorized Courses and Code Numbers 1976-77, pp 221-254.

ethnic groups; (8) to develop an empathy with people from different ethnic backgrounds; and (9) to accept and appreciate the contributions from different ethnic groups as adding to the richness of what makes up the American culture of today.

Despite these many opportunities, many persons (including the social studies program specialist) feel inter-cultural understanding is not being sufficiently emphasized. These persons point to "Kill Haole Days" or "Kill Jap Days" as indicators of the need to do more. They feel that a more coherent program based on culture studies and which provides specific suggestions on activities and resource materials is needed. Development of such a program would include a curriculum guide that outlines the framework and approaches to teaching culture. This guide should incorporate content and process, i.e., what is culture and how can it be taught, and should encompass kindergarten through 12th grades. The program should also include inservice plans, which are vital for effective implementation of the guide. Continuous administrative support and follow-through of such a program, it is believed, can yield positive results in the long run of the educational process in our schools.

Implementation of a comprehensive culture studies program might proceed in six phases. Phase I would consist of program development and evaluation. Phases II through VI would consist of inservice training to 50 teachers in each phase.

2. Effectiveness. Unfortunately, although many educators feel a culture studies program will contribute toward accomplishing the objective of developing personal worth and respect for other students as well as the objective of reducing assaults/fights, disorderly/disruptive behaviors, etc., evidence is not available. Data on the measures of effectiveness should be collected upon implementation of this program.

3. Cost

   a. Phase I (1975-76)

Educational Consultants	$ 7,000
Lecturers	1,000
Tuition Grants for 50 Participating Teachers (College of Continuing Educ.)	7,000
Evaluation	1,000
Resource Materials	3,000
Supplies, Miscellaneous	1,000
	$20,000

b. Phase II (1976-77)

Educational Consultants	2,000
Tuition Grants for 50 Participating Teachers	7,000
Resource Materials, Supplies, etc.	1,000
	$10,000
c. Phase III through VI (Repeat Phase II)	$40,000
TOTAL	$70,000

Alternative 9: Establishing Policy to Limit School Size

1. Description. The difficulties of determining school size are the result of the complex number and kinds of definitions and variables which must be considered. For instance, it is even difficult to agree upon what is a small or large school. For some a small school may enroll less than 100 students and a large school up to 500 students; for others small is 400 students and large is 3,000 students. The words "ideal," "efficient," or "quality" used when referring to schools also present problems of definition. When one speaks of "ideal" the question becomes, "ideal in terms of what--the program offered, the money needed to sustain the program, etc.?" or "ideal in terms of who and where--for vocational students, for the college bound, for disadvantaged children?" "Efficient" is likewise ambiguous. "Efficient in terms of low cost?--in terms of effort expanded to achieve results?--in terms of the lowest dropout rate?--in terms of the number of pupils who enter college?" In relation to the word "quality," educators have yet to agree on a definition or indicators of "quality."

   Variables most commonly considered in determining school size include the following: per pupil expenditures; achievement of pupils in high school; achievement of pupils in college; educational program offered; auxiliary services provided; professional staff preparation and experience; staff and pupil relationships; and the extra-curricular program. However, no one study includes all of these variables and, indeed, the costs of anti-social behaviors have not been considered.

   The Department of Education has not formally adopted guidelines regarding school size. A partial guideline on maximum school size is contained in "The Educational Specifications, Policies and Design Standards of Hawaii, Chapters IX, X, and XI," adopted by the Board of Education on January 24, 1974 which: (a) requires 1-1/2 acres for every 100 intermediate students and establishes a 22.5 acre maximum site ($\frac{22.5}{1.5}$ = 1500 maximum intermediate enrollment), (b) requires two acres for every 100 high school (or combination high-intermediate) students and establishes a 60-acre maximum ($\frac{60}{2}$ = 3000 maximum high school students).

The only restriction on minimum size is Rule 45 of the Departmental Rules and Regulations (7200 Series) which requires a DOE feasibility on school consolidation if enrollment at an existing school drops below 100 students.

Despite the fact that the trend over the past two decades has been toward large schools, we feel there is the need to reexamine the policy toward building large schools for the following reasons: First, studies examining broad curriculum offerings appeared more concerned with quantity than with quality of the courses offered. Moreover, the more limited curriculum offering of smaller schools may be a blessing in disguise. For example, students taking too many specialized courses (such as algebra, geometry, calculus) might not obtain a liberal education (students may not be exposed to music, literature, etc.) or students taking a wide range of courses may not obtain competence in traditionally required courses (such as writing and history). Second, while larger schools generally have more extra-curricular offerings, students in small high schools participate in several times as many activities as do students from large high schools.[16] Also, it was found that juniors in small high schools had significantly more positions of responsibility (at a probability level of .001) than did juniors of large high schools.[17] Third, auxiliary services such as advice to students might be best by school staff members who know them well. In smaller schools, the principal and faculty may know the students and their parents. Fourth, as tensions increase even further, teachers may prefer to work in smaller schools where activity and noise are reduced. Fifth, the small

---

[16] Barker, Roger C. and Paul V. Cump, Big School, Small School, Stanford University Press, 1964, p 250.

[17] Wicker, Allan, "Cognitive Complexity, School Size, and Participation in School Behavioral Settings: A Test of Frequency Interaction," Journal of Educational Psychology, 60:200-3, J. 1969.

School offers a more wholesome atmosphere for students. There is less opportunity for peer groups to become negatively unsupervised. Good rapport between students and teachers, between students and students, between administrators and pupils, between administrators and teachers, and between teachers and teachers appear easier to develop in small schools.

We feel the following guidelines should be formally adopted by the Department:

School Size Guidelines
for New and Relocated School Facilities

		Design Specifications		
Type of School	Grades	Minimum Enroll.	Desired Enroll.	Maximum* Enroll.
Elementary	K-5 or K-6	400 (new) 175 (existing)	700-800	1000
Intermediate	6-8, 7-8 or 7-9	400	800-1000	1200
High or Inter/High	7-12, 10-12 or 9-12	750	1500-1700	2000

*Peak enrollment may exceed maximum enrollment.

2. Effectiveness. Unfortunately, data which relate the size of schools to our two objectives [1) to make schools humanistic places where students acquire a sense of personal worth and respect for others; and 2) to reduce assaults/fights, disorderly/disruptive behaviors, etc.] are not available.

The recommendations on the size of high schools are based on the examination of national data and on our local experiences. In examining the data available nationally, we find some recommendations on limiting school size. For example, Brown interviewed principals and superintendents in 14 high schools in Southern California as well as professors of secondary education and found 1500-1800 students provided the optimum size in relation to curriculum offerings and student activities;[18] after studying space allocations, Cornell recommended an optimum of 1500 students;[19] examining 17 high schools in the Bay area of California on school-community relationships and student affairs, Andrews recommended 1200-1599 students;[20] after studying curriculum offerings, Mayo recommended 1500-2000 students;[21] after studying teacher-pupil relationships, Monshan recommended a maximum of 2000 students;[22] and after studying staff preparation and teaching assignments, Schloerke recommended 1500-1999 students.[23] Unfortunately, these data seem to have been ignored; we hypothesize, then, that ignoring these studies may have resulted in some of the violent problems found in large schools today. Moreover, in examining the "Guidelines Developed by Some Larger Local School Systems" collected by the Dade County Public Schools,[24] we note that school system with guidelines for large high schools have often been the systems reporting problems in school violence (Chicago, Dallas, Los Angeles, Pittsburgh). Locally, our experience also indicates large high schools are associated with more incidents of anti-social behaviors. In the "Progress Evaluation of the School Security Patrol Pilot Project,"[25] it was found that schools with large enrollments (Leilehua 2854, Kailua High 2616, Radford 2518, Campbell 2024) seem to have a correspondingly large number of day time incidents; the correlations between enrollment on one hand and person incidents, property incidents, and total incidents on the other hand were .60, .50, and .65 respectively.

---

[18] Brown, W. E., High School Size: Its Relationship to Selected Educational and Cost Factors, Doctoral Dissertation. University of Southern California, Los Angeles, 1956.

---

[19] Cornell, Frances G., "High School Size and Building Cost," American School Board Journal, 134:40-42, January 1957.

[20] Andrews, Lloyd Nelson, Relationship of High School Size to School-Community Relations, Doctoral Dissertation, Stanford, Calif., 1958.

[21] Mayo, S. S., "What Size High School?" American School Board Journal, 144:32-3, January 1962.

[22] Monshan, William W., Jr., Teachers Knowledge of Students Related to Urban High School Size, Doctoral Dissertation, University of California, Berkeley, 1965.

[23] Schloerke, Wallace C., "Does Bigness Insure Quality?" Michigan Education Journal, 42:20-21, May 1, 1965

[24] Dade County Public Schools, Physical Plant Division, Instructional Equipment and School Plant Construction Survey of the Major School Systems Throughout the United States, Miami, Florida, Sept. 1970.

[25] "Progress Evaluation of the School Security Patrol Pilot Project," Planning Services Branch, Office of Planning and Budget, Department of Education, State of Hawaii, April 1975.

3. Cost. Increased cost is perhaps the most serious argument against building smaller schools (i.e. the desirable size of 1500-1700 students with the maximum of 2000 students for high schools). It is estimated that the increment cost is approximately 35 to 50 percent less after 2000 students. For example, if the per pupil cost of building a school for 2000 students were $12,000 (thus the school would cost $24,000,000), the per pupil cost for each student after 2000 students might be $6,000 (thus the school would cost only $30,000,000 to accommodate 1000 additional students). Thus, if it costs approximately $12,000 per pupil, the costs of building two schools accommodating 1500 students are $36,000,000 as compared to $30,000,000 to building one school accommodating 3000 students. The increment cost is approximated between 35-50 percent because assumptions differ: site acquisition costs, site improvement costs, assignment of vice principals, assignment of campus workers, etc.

While data are sparse, we feel there are indicators that the savings which accrue to building large schools are offset by the costs of vandalism and violence. Nationally, the annual costs of vandalism, arson, and theft have been estimated at $500,000,000. In Hawaii, the costs of vandalism, arson, and theft were $1,455,912* in 1974. These figures do not include the intangible costs of being uncomfortable because of not being able to use the restroom, of loss of schooling due to injuries sustained from fights, or of the fear of harm.

Alternative 10: Providing School-Community Workers

1. Description. This alternative involves establishing a position entitled the School-Community Worker. This position combines the functions of the positions entitled Acculturation Worker and Campus Worker funded under the federal Comprehensive Employment Training Act. The major functions of this position include working with immigrant families in explaining the "strange" local customs and habits of the school community; campus supervision; counseling immigrant and local students; developing activities which promote understanding between new-comers and local students; developing activities which promote better understanding and relations among the home, school and community.

---

* These costs are considered conservative because they reflect original costs; moreover, they do not reflect costs of personal items which were stolen, vandalized or burned.

2. Effectiveness. Initial evaluations of the federal Comprehensive Employment and Training Act workers indicate they are effective in reducing school alienation.

Establishment of this position will permit hiring the effective CETA workers.

3. Cost. Costs have been approximated for 52 workers based on the results of the Comprehensive School Alienation Program's Needs Assessment Survey.

Category	Wage Rate	Duration	Cost
52 workers	SB15-B $780/mo.	9 mos.	$ 365,040
Fringe	6.96%		25,407
Mileage	2%		7,219
Physical exams ..	$30		1,560
Inservice training			436
			$ 399,662

X. Evaluation of Alternatives

A. Successful Programs

Alternative 1: Expanding the Law and Justice Awareness Program

Discussions with principals and police officers who have participated in the program indicate a successful program. Requests for this program by principals who have not yet participated in the program also attests to its effectiveness. We feel the Department should coordinate with the Police Chief, Mayor and City Councilmen to make this program available to all schools who request it.

Alternative 2: Repiloting the Truancy Program

This program is beneficial to the schools as well as the community. In addition to discouraging delinquency, this program will encourage school personnel to adjust student programs which may have caused students to be truant and to devise alternative school programs. We feel the Department should coordinate with the Police Chief, Mayor, and City Councilmen to repilot this program.

Alternative 3: Encouraging Individual School Efforts to Reduce Anti-social Behaviors

We feel that many positive activities undertaken by the schools should receive encouragement through recognition. Others can be informed about these activities through the departmental newsletter and educational television.

Alternative 4: Using School Security Patrols to Reduce Anti-social Behaviors

This alternative has been found to be effective in reducing incidents of anti-social behaviors in school. This finding is gratifying because the problems of violence are with us and actions cannot await long-term research. It would be prudent to continue the use of school security patrols until other alternatives proved effective.

This alternative has been funded by the Legislature as a state pilot project during the 1974-75 school year; this funding permits local control over the program as contrasted with federal programs (such as those funded by the Comprehensive Employment Training Act) which may be terminated from Washington.

It should be noted this alternative deals primarily with real situations rather than their causes. Moreover, the possibility of negatively affecting the objective of making the schools humanistic places exists because this alternative relies on external controls on students rather than on the development of self-control.

Maintaining this alternative at the current level would provide the Department with the flexibility of being able to assist schools most beset with problems of violence and vandalism; also, maintaining the current level rather than expanding this alternative would permit directing resources to alternatives more concerned with fostering a humanistic school climate and preventing anti-social behaviors.

Alternative 5: Encouraging Consultive Management

While data on the effectiveness of this alternative toward contributing to a humanistic climate in schools are still being obtained for the Department, we feel the success of this approach in industrial organizations makes it worthy of implementation in the schools. We believe this alternative has great potential toward developing a sense of personal worth and a sense of respect for others and should result in reducing anti-social behaviors.

B. New Directions

Alternative 6: Investigating Measures which Protect and Support Teachers, Classified Personnel, and Administrators

In these tumultuous times, we feel it is incumbent upon the Department to investigate measures which protect departmental personnel from losses and which compensate for injuries sustained while performing duty.

Alternative 7: Providing Crisis Intervention Training to Teachers and Administrators

This alternative appears to be effective in accomplishing the objective of reducing anti-social behaviors by providing teachers and administrators with practical techniques of dealing with crisis situations. Handling crisis situations in an effective manner would result in preventing crisis situations from getting worse such as preventing arguments from developing into fights, threats or riots.

This alternative goes far toward providing responsible assistance (perhaps even fulfilling a legal obligation) to teachers and administrators charged with the responsibilities of maintaining order in accord with the "Superintendent's Plan of Action to Deal with Student Unrest and Campus Disturbances" and other departmental policies, rules, and regulations.

Implementation of this alternative will complement the Hawaii State Teachers Association Advisory to Teachers on Patrol Duty[26] which requests that principals:

"(a) Be more specific about how teachers should behave in more radicalized situations; and

(b) Be more specific about expectations for individual teachers in such situations; and

(c) Provide staff with guidelines for the protection of teachers charged with apprehension, intervention and use of force in performing patrol duties."

This alternative may contribute to fostering a humanistic climate because teachers and administrators would be more skillful in handling tense situations.

---

[26] Kiyosaki, Ralph, "HSTA Advisory to Teachers on Patrol Duty" presented to the Review Committee developing the Plan for Improving the School and Library Environments.

It should be noted while this alternative appears effective for police officers, we do not have definitive evidence it will be effective for teachers. Moreover, it should be noted while providing useful skills, this alternative does not focus on long-term preventive measures.

We feel this alternative warrants implementation; at the least, Phase I (demonstrations) should be tried.

Alternative 8: Developing and Implementing a Culture Studies Curriculum

This alternative is regarded highly by educators because it is seen as addressing a cause (understanding others) of anti-social behaviors (assaults/fights, etc.) However, hard data which demonstrate that this alternative will accomplish the objective of developing personal worth and respect for others are not yet available.

Implementation of this alternative is strongly recommended by the student representative to the Review Committee and is in accord with the proposal passed by the State Student Conference in January 1975. The resolution calls for each school's student government and school administration and the Department of Education to implement a program "whereby a better understanding of cultural differences can be reached."

Alternative 9: Establishing Policy to Limit School Size

Although we do not have data which specifically relate to the objective of making schools humanistic places and to the objective of reducing anti-social behaviors, we feel associated information makes this alternative highly desirable.

Nationally, we note that large schools are increasingly reporting problems in school violence and vandalism. These problems exist even in schools where staffing (number of administrators, counselors, etc.) meet the highest standards. For example, Evanston Township High School (4,700 students), known as one of the best schools in the nation (nine merit scholars in the 1974 senior class, a 260 course curriculum, the campus includes a planetarium and television studio) reports the following incidents during the 1974 school year: a girl was raped on the third floor stair landing, a home economics teacher and a Russian teacher were attacked by students, a school accountant was robbed, and the security personnel responded almost daily to arson, fights, vandalism, and theft.

Locally we note that smaller schools are less plagued by problems of violence than our large schools. In the progress evaluation of the school security patrols, it was found that schools with large enrollments seem to have a correspondingly large number of anti-social incidents.

Although some additional costs may be incurred at the outset, these costs would be offset in the long run by savings through curbing school violence and vandalism. We feel this alternative addresses some of the causes of anti-social behaviors; accordingly we feel by permitting students to participate in more activities and to hold more positions of responsibility, by improving the quality of advice from faculty and administrators who are more familiar with students, and by increasing rapport in the schools, this alternative will greatly contribute toward making the schools into more humanistic places and thus decrease anti-social behaviors.

The belief of curbing violence by reducing the size of schools appears to be supported by observations at the university level. For example, the President's Commission on Campus Unrest (1970) which analyzed the causes of violent outbreaks on our nation's college campuses recommended "...that government should avoid -- and educators should resist -- further increasing the size of existing campuses." It was further suggested that large universitites consider decentralizing either in the form of creating "sub-colleges" on their present campus, or by establishing new campuses elsewhere.[27]

Alternative 10: Providing School Community Workers

We feel this alternative will further assist schools by reducing alienation. It will permit keeping the most effective workers who have been trained under the provisions of the federal Comprehensive and Employment and Training Act.

Resolution 3 of the 1975 Student Conference ("that the Department of Education provide all secondary schools with the option of having professional Student Safety Workers") is supportive of this alternative.

XI. Recommendations

The following alternatives constitute recommendations which blend evaluative data, judgments of the Review Committee, suggestions from district and school personnel and guidance from members of the Board of Education. The alternatives are presented in two categories: 1) alternatives which can be implemented with the current budget, and 2) alternatives which require additional funds.

---

[27] The Report of the President's Commission on Campus Unrest, Arna Press, 1970, pp 199-200.

A. Alternatives which Can Be Implemented with Current Budgets

1. Expand the Law and Justice Awareness Training Program
2. Repilot the Truancy Program
3. Encourage Individual School Efforts to Reduce Anti-social Behaviors
4. Encourage Consultive Management
5. Investigate Measures to Protect and Support Teachers, Classified Employees and Administrators
6. Establish Policy to Limit School Size

B. Alternatives which Require Additional Funds

		Six-Year Costs
1.	Use School Security Patrols to Reduce Anti-social Behaviors	$ 377,846
2.	Provide Crisis Intervention Training to Teachers and Administrators	28,460
3.	Develop and Implement A Culture Studies Program	70,000
4.	Provide School-Community Workers	2,718,466
	Total	$ 3,244,772

CHAPTER VI

STATEWIDE ADMINISTRATION AND COORDINATION

I. General Nature of the Problem

The goal of this component is to assist the Superintendent coordinate the delivery of as well as plan the future improvements to the services which are recommended in this plan. Those services are broad in scope, with several agencies of the state, county, and federal governments already providing some of the services.

The necessity of centralizing the overseeing function and of establishing a position of special assistant in the Superintendent's Office can be explained this way:

First, the State Superintendent must be reasonably sure that departmental procedures to safeguard people and property are carried out by all schools, reviewed centrally each year by the Department, and updated as necessary. Instances of non-compliance should be made known to the State Superintendent and steps taken through subordinate superintendents to bring about compliance.

That action is necessary because the Superintendent is responsible by statute and public trust for promoting effective teaching and learning--which means, among other things, students, the department's adult public and the department's employees all being made safe from harm. It means too, in our litigious times, the State Superintendent acting prudently by exercising a degree of care for the protection of other persons if he is to avoid having himself, the BOE, the district superintendent, individual principals and the State being named as defendants in lawsuits involving injuries to our students and employees.

Another reason for establishing the position is the passage of the Hawaii Occupational Safety and Health Law. The law places additional administrative and operational safety requirements on the Superintendent.

There is now a responsibility to coordinate programs and establish standards for safety and health within the industrial arts, agriculture and related vocational education areas where machinery, tools and equipment are in use. In addition, regular and systematic inspections to correct hazardous conditions and unsafe practices are required.

A third reason for establishing the position is to obtain accurate and usable information involving the welfare of our students. Without reliable information, our strategies to help principals cope with disturbances on the campus are apt to be ineffective.

What is being sought here is a uniform system which all schools would use to account for and report on the whereabouts of students. Students who are absent from school or from class without reason, students who have dropped out of school, and students who have been suspended or released from school will be included in this system.

What is also being sought is a uniform system for recording and reporting on acts of violence involving our students and personnel. Without accurate information, there is absolutely no way for the Superintendent to accurately assess the seriousness of those acts--and to recommend remedies which are likely to work. The absence of a standard reporting system was cited by the subcommittee of the U.S. Senate Committee on the Judiciary investigating violence in the nation's schools as a factor standing in the way of gauging the problem of violence effectively.

II. Recommendations

A. Establish a position of special assistant for safety and security in the Superintendent's Office. The yearly cost is $61,923. Six year costs are $442,255.

The individual who fills that position will perform the central overseeing and future planning functions in six major areas.

The first major area of services is to synchronize all activities relating to safety and security. This includes coordination of activities for making students and the department's adults safe from physical and psychological harm in relation to threats, hijacking, assaults, and fights. It also includes preventing, reducing and controlling campus and transportation accidents, assuring that workable plans are prepared for catastrophes related to civil defense, and developing safety procedures in industrial arts and in all other instructional programs. And it includes curtailing vandalism, thefts, and fires on our school campuses.

The second area of services is to investigate on behalf of the State Superintendent urgent cases relating to safety and security. This effort is expected to provide accurate information to the public as well as provide information to rectify problems from the standpoint of their probable causes.

The third area is to coordinate departmental safety and security activities with like activities provided by other agencies of the federal, state, and county governments, e.g., Department of Labor, DAGS, Department of Budget and Finance, and the Governor's Office.

The fourth major area of services is to propose for consideration by the State Superintendent new legislation relating to the safety of students, staff and adult public, as well as the security property. Proposed legislation could be tied to any level of government--federal, state or county.

The fifth area is to propose for consideration by the State Superintendent new (or revised) rules and regulations concerning the safety of persons and security of property.

The last major area is to propose for consideration by the State Superintendent a uniform pupil accounting/reporting system. Such a system would incorporate standard definitions for attendance, absences and crimes committed against property and persons.

B. Prepare and then include in the School Code a policy statement and and a set of regulations relating to:

a. Use of Volunteers. (See Annex S.)

The policy formally establishes a place for volunteer services and acknowledges the worth of those services to the school. The regulations provide the guidelines to recruit, use, supervise, and train volunteers. We feel this task can be accomplished with the current budget.

b. Protection of Persons and Property. (See Annex T.)

The policy covers disorders and other incidents which can harm individuals and destroy school property. The regulations indicate the kinds of action that the principal should take in order to deal prudently with those disturbances. We feel this task can be accomplished with the current budget.

CHAPTER VII
SUMMARY AND RECOMMENDATIONS

I. Background

The members of the Board of Education have always been concerned with the security and safety of students. A manifestation of this concern was their direction to the Superintendent on March 5, 1970, to carry out the work outlined in the document entitled: "The Student and the Police, Court, and the School." This direction resulted in the adoption of policies and regulations governing student safety.

Recently, the incidents of brutal, costly, and often senseless anti-social behaviors have been increasing. A preliminary study of the Sub-committee to Investigate Juvenile Delinquency of the United States Senate has produced compelling evidence that the levels of violence and vandalism are reaching crisis proportions which seriously threaten the ability of educational systems to carry out their functions. Some of the costs of the problems are difficult to quantify such as the termination of life, the fear of being assaulted, and the misery of not being able to use the restroom. Costs which are more readily quantifiable such as theft, vandalism, and fires have been estimated to be 500 million dollars nationally in 1974; the comparable costs were 1.4 million dollars in Hawaii.

Members of the Board of Education have unambiguously expressed their distress with the escalating trend of anti-social incidents (violence, thefts, vandalism, and deliberately set fires) in the schools. This concern has been shared by other responsible leaders in the Executive Branch, the Legislature, and the community.

In April, 1975, the Superintendent requested that the Planning Services Branch prepare a plan providing recommendations aimed at reversing the escalating trend of anti-social behaviors.

II. Purposes

The general purpose of this plan is to establish a framework of objectives, policy statements, and implementing activities aimed at integrating the various environment improvement activities now underway in the Department, expanding these activities in orderly ways in the future, and suggesting new directions for attacking anti-social behaviors.

More specifically, the purpose of this plan is to provide recommendations for reducing accidents, violence, thefts, vandalism, and malicious fires in our schools and libraries. These recommendations provide a wide array of alternatives any of which, or in combinations, could be selected to meet various conditions in the schools and libraries. These alternatives are not intended to detract from on-going programs; rather, they are intended *to supplement* them by reversing the escalating trend of anti-social behaviors so that on-going programs can be more effectively and efficiently carried out.

III. Components of the Plan

The major premise of this plan is that reduction of accidents, violence, thefts, vandalism, and malicious fires can be best accomplished by improving the environments of our schools and libraries. To this effect, the plan makes recommendations on five components. The first component is plant security; this involves making classrooms, libraries, administrative offices, and other facilities more resistant to damage and entry as well as providing incentives to preventing damages. The second component is campus beautification; this involves making schools aesthetically pleasing so that students can take pride in them. The third component is student safety; this involves preventing accidents and injuries. The fourth component is personal security; this involves preventing and dealing with assaults, fights, threats, extortion, and other acts which result in physical and/or emotional harm to students. The fifth component is statewide administration and coordination; this involves providing measures to oversee implementation of this plan.

IV. Development of the Recommendations

In developing the alternatives contained in this plan, the task force analysts working on each component presented suggestions to the Review Committee; the Review Committee approved, modified, and/or made additional suggestions at weekly meetings. After five months of intense deliberations, the recommendations of the Review Committee were prepared by examining the analysts' evaluations of each alternative and priority ordering them by using successive scaling and the Delphi technique.

Successive scaling and the Delphi technique were used in the following manner: 1) each member of the Review Committee ranked the alternatives; 2) numerical values were assigned to the rankings; 3) the values were multiplied by the rankings, summed and reranked according to the sums; 4) the new rankings were shared with all of the members of the Review Committee; 5) the members of the Review Committee were provided with the opportunity to express their opinions about the alternatives they felt strongly about; 6) steps 1-5 above were repeated until there was consensus on the recommendations.

The recommendations of the Review Committee were presented to the participants at the Superintendent's Seminar. The plan was modified to accommodate reactions from the participants.

Visits to each district and state office were made by the task force analysts. Suggestions and comments were elicited from the persons designated to review the plan in depth by the district superintendents and assistant superintendents. The plan was modified to accommodate the suggestions and comments of these school, district, library, and state persons.

The draft plan was presented to the Board of Education. The guidance from members of the Board of Education and the requests of the Superintendent were incorporated into the plan.

In short, the recommendations of the plan blend evaluative data, judgments of members of the Review Committee, suggestions from school, district, library, and state personnel, requests of the Superintendent, and guidance from members of the Board of Education.

V. The Recommendations

This plan is a guide, not a blueprint; all alternatives cannot and, indeed, should not be implemented in all schools and libraries. The plan constitutes a framework from which alternatives appropriate to situations can be chosen. Alternatives which involve policy decisions and/or which require additional funds shall be presented to the Board of Education for approval prior to implementation in accordance with the approved administrative and budgetary procedures.

The alternatives are presented in two categories: 1) alternatives which can be implemented with the current budget, and 2) alternatives which require additional funds.

A. Alternatives Which Can Be Implemented With Current Budgets

1. Coordinate Activities Recommended in this Plan with the Early Education Program and the Elementary Education Program. This recommendation involves the commitment to identify needs and to enhance emotional, social, and intellectual growth of students at an early age so that more costly treatment and losses can be prevented.

2. Coordinate Activities Recommended in this Plan with the Guidance Program. This recommendation involves the commitment to education (counseling) rather than control (security police).

3. Coordinate Activities Recommended in this Plan with the Compensatory Education Program. This alternative involves coordinating statewide efforts to prevent, eliminate or minimize problems of school alienation with the alternative educational programs for students whose needs are not being met by traditional programs.

4. Establish Safety-Security-Beautification Committees in Schools and Districts. These committees would be composed of community members, parents, students, staff, and the school administration. The functions of the committees would include: developing safety, security, civil defense, and beautification plans; assisting the school administration with inspections and follow-up actions; and helping with other areas relating to curbing violence, beautifying campuses, reducing accidents, and making the schools more secure.

5. Implement A Public Awareness Program. This alternative involves state, district, and school personnel informing their publics of the costs of vandalism, thefts, and fires and suggesting ways in which their publics can assist the schools.

6. Strengthen School and Library Security Practices. These practices include proper storage, lock-up procedures, regular security inspections, and regular fire inspections.

7. Revise Construction, and Repair and Maintenance Security Guidelines. This alternative involves convening a committee to update the Security Guidelines for School and Library Facilities, incorporating changes brought about by improved technology and insights gained from actual experiences. Updating would also include providing criteria for establishing priorities for urgent security improvements.

8. Review Mainland Parent Restitution Programs for Use in Hawaii's Schools. This alternative involves adopting workable procedures to make parents pay for certain types of damages that were caused by their children with the long range purpose of encouraging parents to discourage delinquent acts of their children.

9. Expedite Responses to Work Order Requests. This alternative involves setting time limits by which work order requests requiring school repairs must be processed.

10. Assist the Department of Accounting and General Services to Obtain Additional Funds for Contractual Services to Repair Schools. This alternative involves supporting the testimonies of the Department of Accounting and General Services before the Governor and the Legislature.

11. Assist the Department of Accounting and General Services to Obtain Additional Personnel for its School Repair and Maintenance Branch. This alternative involves supporting the testimonies of the Department of Accounting and General Services before the Governor and the Legislature.

12. Develop Model Campus Safety Rules and Regulations. This alternative involves developing specimen rules which schools could modify to suit their needs.

13. Develop Model Safety Rules and Regulations for Off-Campus School Sponsored Activities. This alternative involves developing specimen off-campus rules and regulations which can be readily adopted by the schools.

14. Conduct Contests and Recognize Achievements. This alternative involves conducting contests and encouraging schools to apply for the National Safety Honor Roll Program.

15. Coordinate to Provide Pre-Service Safety Education. This alternative involves coordination with institutions of higher learning to provide safety education for students aspiring to become teachers.

16. Coordinate to Expand the Law and Justice Awareness Training Program. This alternative involves coordination with the Honolulu Police Department to extend this program to schools requesting it.

17. Coordinate to Repilot the Truancy Program. This alternative involves coordination with the Honolulu Police Department to to repilot this program in which officers questioned suspected truants and transported them to school, and in which the schools provided counseling and adjusted students' programs where appropriate.

18. Encourage Individual School Efforts to Reduce Anti-Social Behaviors. This alternative involves recognizing successful activities and informing others of them through such activities as newsletters, awards, and educational television.

19. Encourage Consultive Management. This alternative involves consulting students, parents, staff, and the community in making decisions.

20. Investigate Measures to Protect and Support Teachers, Classified Employees, and Administrators. This alternative involves examining additional measures which protect teachers from losses and compensate them for job-connected injuries.

21. Establish Policy to Limit School Size. This alternative involves adopting a policy which sets the maximum enrollment of elementary schools at 1,000 students, intermediate schools at 1,200 students, and high schools at 2,000 students.

22. Establish Policy and Regulations on the Use of Volunteers. This alternative involves providing guidelines to recruit, use, supervise, and train volunteers.

23. Revise the Policy and Regulations Concerning Protection of Persons and Property. This alternative involves indicating prudent actions which should be taken by principals relevant to potential disturbances.

B. Alternatives Which Require Additional Funds. These alternatives are divided into short-range and long-range alternatives.

1. Short-range Alternatives

   a. Implement After-hour Security Patrols in Combination With Entry Alarms. This alternative involves installing burglar alarms in schools, libraries, and administrative offices and using security patrols to patrol and respond swiftly to tripped alarms ($127,874 for 1976-7).

   b. Use Day School Security Patrols to Reduce Anti-Social Behaviors. This alternative involves assigning day school security patrols to schools which have high incidents of fights/assaults, disorderly/disruptive behaviors, drug sales/use, intimidation/threats, etc. ($55,550 for 1976-7).

   c. Provide Crisis Intervention Training to Teachers and Administrators. This alternative provides practical training for dealing with anti-social behaviors. It involves: procedures to minimize the potential for violence and injury to both the student and teacher; procedures to restore order in violent or potentially violent situations; and techniques that can be used to quickly and efficiently acquire an accurate picture of the crisis ($78,460 to train instructors who will conduct training for others).

   d. Investigate a Reward System For Apprehension of Thieves and Vandals. This alternative involves offering rewards for information leading to the apprehension of persons who steal, deface or destroy school property ($1,000 per year).

2. Long-range Alternatives

   a. Implement a $1.00 Per Average Daily Attendance Incentive Program. This alternative involves providing funds (based on population) to each elementary and intermediate school for projects of interest and benefit to students. A school that is vandalized will pay for its repairs with its ADA funds. In effect, the amount will be reduced commensurate with the amount of damage ($120,000 per year).

b. Implement an Incident Reporting/Analysis System. This alternative involves implementing a standard data collection, tabulation, analysis system which would enable school, district, and state offices to provide measures aimed at protecting students from anti-social behaviors ($1,000 per year).

c. Investigate Contractual Fire Prevention/Safety Education. This alternative involves contracting a full time person to make inspections, to take follow-up actions, and to conduct instruction on fire safety ($42,120 per year).

d. Conduct In-service Workshops for School Administrators and Custodians. This direction involves increasing the desire and expertise of school level personnel relevant to beautifying their campuses ($5,000 per year).

e. Increase the Number of Lawn Mower Operators. This direction involves hiring 8 additional persons in order to decrease the intervals between mowings ($64,000 per year).

f. Establish Permanent Ground Maintenance Crews. This alternative involves hiring and deploying crews (11 persons for Oahu, 6 for neighbor islands) to work on large tasks such as clearing unsightly overgrowth of weeds and brush, pruning and trimming trees, and planting decorative plants in large areas ($170,000 per year).

g. Provide Classroom Instruction Relating to Campus Beautification Projects. This alternative involves creating interest in beautification projects through demonstrations, and carrying out projects in such classes as environmental education, horticulture, and art ($22,500 per year).

h. Conduct Beautification Contests. This alternative involves creating interest through school, complex, district and statewide contests ($22,500 per year).

i. Work with the Counties to Accomplish Lawn Mowings. This alternative involves working out arrangements with the counties where parks adjoin schools to have them cut school grass; thus, rather than employing additional lawn mower operators and purchasing lawn mowers, the Department would reimburse the counties on an hourly basis ($38,400 per year).

j. Investigate Replanting Lawns with Slow Growing Grass. This alternative involves investigating the effectiveness of slow growing grass in reducing the need for lawn mowing ($154,000 per year).

k. Investigate Contracting Beautification Work with Student Corporations. This alternative involves using students in beautifying the schools and providing them with the opportunity to learn about business. ($38,400 per year).

l. Provide Funds to Districts to Contract Landscape Architects to Develop Beautification Plans. This alternative involves developing an individual plan for each school ($12,000 per year).

m. Provide Districts with Funds to Purchase Their Own Plants, Fertilizers, and Equipment. This alternative involves providing funds to districts for beautification projects which they feel are needed ($112,500 per year).

n. Install Sprinkler Systems. This alternative involves installing automatic sprinkler systems for schools in arid areas ($825,000 per year).

o. Employ School Safety and Security Aides. This alternative involves providing 167 aides who: 1) assist in JPO, traffic, school bus, pedestrian, bicycle, and other safety programs before and after class hours; 2) assist in inspecting and patrolling playgrounds, bathrooms, assembly areas, and other areas to correct safety hazards and security discrepancies; and 3) supervise students during lunch, recess, and at school sponsored activities ($1,020,000 per year).

p. Provide In-service Training to Teachers to Implement the New Materials from the School Health Education Study. This alternative involves providing training to prevent accident and sickness among students ($16,666 per year).

q. Incorporate the National Safety Council Accident Reporting System into the Department's Form 411 Reporting System. This alternative involves adopting definitions which permit national comparisons, adopting a format which permits electronic data processing, and incorporating optional items ($500 per year).

r. Provide Swimming Instructions to Students. This alternative involves providing swimming instructions to all students at a designated grade level (such as 5th grade) with the purpose of decreasing water accidents ($35,000 per year).

s. Develop and Implement A Culture Studies Curriculum. This alternative involves promoting understanding among the various ethnic groups by developing a guide with approaches and materials for use in grades K - 12. This alternative also involves in-service training for teachers. ($20,000 for the first year).

t. Provide School-Community Workers. This alternative involves establishing a position which consolidates the Federal Comprehensive Employment Training Act positions and which permits the Department to hire the CETA workers who are effective in promoting better understanding and relations among the home, school and community ($399,662 per year).

u. Establish a Position for Safety and Security in the Superintendent's Office. This alternative involves emphasizing the importance of safety and security. It also helps to ensure implementation of recommendations contained in this plan ($61,923 per year).

THE ROLE OF THE SCHOOLS IN DELINQUENCY PREVENTION*

The schools are in a strategic postion of programming for delinquency prevention and can effect the greatest impact upon the problem. There is an increasing awareness that effort must be directed at early age levels, as soon as youngsters exhibit behavior problems in school adjustment.

Hawaii is in a unique and favored position to implement meaningful delinquency prevention programs due primarily to a single school system. In spite of this highly centralized arrangement, our schools function with a administrative flexibility which results in varying practices and differentiated program offerings. The following approach was selected as examples of school programs and services provided to assist students exhibiting delinquent or pre-delinquent behavior. Two reporters, a staff member from the Department of Education and the other from the Family Court, surveyed the school system to explore this area, interviewed personnel, and gathered pertinent information. The following represents their findings in a summary format that is intended to provide an overview of school practices and program offerings.

Nanakuli High and Intermediate School

In addition to the general education curricula, the following special programs are offered to augment the school's basic program with specialized programs geared toward specific needs and objectives:

1. Special Education

    a. Mentally Retarded Educable

2. Special Programs

    a. Special Motivation
    b. Project Imua
    c. Remedial Education for the Educationally Deprived (P.L. 89-10)
    d. Model Cities

        1) Model Schools
            a) Learning Center
            b) Interest Curriculum

        2) Law and Justice Awareness Program

    e. Teaching English as a Second Language (TESOL)
    f. Vocational Tech.-Technical Occupational Skills
    g. Pre-Industrial Program (PIP): Vocational Tech.
    h. Guidance Program

        1) Outreach Counseling Program

        2) Vocational Career

        3) Athletic Coaches

---

*State of Hawaii Juvenile Justice Plan, State Law Enforcement and Juvenile Delinquency Planning Agency, 1974, pp 15-23.

        4) Intramural Programs

    i. Driver Education
    j. Extracurricular Activities (Clubs)
    k. Summer Program

        1) Summer Youth Program: Work-Study

        2) Leeward Community College: Combination of School and Work

        3) President's Youth Opportunity Program

    l. Work Experience Programs (School Year)

        1) Vocational Tech. Work-Study Program

        2) Neighborhood Youth Corps

        3) State-Stopout

        4) Part-Time Advisor Activities

Nanaikapono Elementary School

1. General Education

    a. HEP and 3-on-2

2. Special Education

    a. Mentally Retarded Educable

3. Special Programs

    a. P.L. 89-10, Remedial Reading
    b. Pre-School
    c. Teaching English as a Second Language (TESOL)
    d. Tutorial Program
    e. Interest Activity Period (Model School Component)
    f. Liliuokalani Children's Trust

        1) Physical Education

    g. Vocational Tech.
    h. Law and Justice Awareness Program
    i. Pacific Heritage Curriculum (Model School Component)

Kahuku High and Elementary School

High School - Grades 7-12

1. General Education

2. Special Education

    a. Mentally Retarded Educable

3. Special Programs

    a. Vocational Tech. Program (PPBS)
    b. Learning Center
    c. Outreach Counseling Program
    d. Work-Study Programs

        1) Neighborhood Youth Corps

        2) State Dropout

        3) Vocational Tech.

    e. Part-Time Advisor Activities
    f. P.L. 89-10 - Prescriptive Learning

Elementary School (Grades K-6)

1. General Education

    a. HEP and 3-on-2

2. Special Education

    a. Mentally Retarded Educable
    b. Mentally Retarded Trainable

3. Special Programs

    a. P.L. 89-10 - Prescriptive Learning
    b. Outreach Counseling Program

Baldwin High School - Maui

1. General Education

2. Special Education

    a. Mentally Retarded Educable

3. Special Programs

    a. Vocational Tech. (PPB)
    b. Outreach Counseling Program
    c. Campus Counselors
    d. Work-Study Programs

        1) Neighborhood Youth Corps (In-School)

    2) Statewide Dropout

    3) Vocational Tech.

    4) Neighborhood Youth Corps (Out-School)

    5) County-DOE Work Program

Farrington High School

1. General Education

2. Special Education

    a. Mentally Retarded Educable

3. Special Programs

    a. Special Motivation
    b. CIEP
    c. COE
    d. Quick Kokua Project
    e. ESEA - Reading
    f. Pre-Industrial Program
    g. Work-Study Program

        1) Neighborhood Youth Corps (In-School)

        2) Statewide Dropout

        3) Vocational Tech.

Dole Intermediate School

1. General Education

2. Types of Major Programs

    a. ESEA Program (Title I)
    b. Special Education Program (Learning Disability and Mentally Retarded Educable)
    c. TESOL Program
    d. Outreach Program

3. Community Resources Utilized

    a. Child and Family Service (Group and Family Program)

        1) Referral Source - Counselors

        2) Emotional and Family Related Problems Affecting School Performance of the Individual Student

b. University Group "Operation Manong"

    1) Objective - to tutor all immigrant groups who are recent arrivals (Filipino and Samoan students)

c. Catholic Social Service

    1) Kalihi Valley Housing Unit - Cooperative venture in providing social services to specifically public housing students and others within the area who attend Dole Intermediate.

d. Kalihi YMCA - Spot Projects
e. Palama Settlement
f. Kokua Kalihi Valley - Provide health services for Kalihi Valley public housing students (at Palama dental clinics)
g. Other Organizations

    1) Kalakaua Lions Club

    2) Kalihi Valley Community Association

    3) Kalihi Businessman's Association

    4) City Parks and Recreation - "Leadership Program" (Summer)

Kalihi-Kai Elementary School

1. TESOL Program

    a. Community Worker - aid family
    b. Second Language Acquisition - tutor

2. Special Education

    a. Learning Disability and Mentally Retarded Educable
    b. Kalihi-Palama Children Day Center
    c. E.H. Class (Lanakila)

3. Outside Agencies and Resources Tapped

    a. Half-Time Counselor; Puuhale and Kalihi
    b. School Social Worker plus six schools; Kalakaua/Kalihi-Waena/Puuhale
    c. Susannah Wesley

        1) Family Power

        2) Children Challenge (group)

        3) Immigrants (adults) interpreters, etc.

d. Kalihi YMCA
    1) Saturday Morning Programs
    2) Summer Program
    3) Alternatives for Youth
    4) Project Leadership
    5) Play Plus, Babysitting for Working Mothers

e. Children's Hospital
    1) Child Guidance Clinic
    2) Obesity Clinic

f. Palama Mental Health Clinic
    1) Consultation; Parents and Teachers

g. Palama Settlement
    1) B. M. Program
    2) Rap Session/Reinforcement

h. Liliuokalani Trust
    1) Family

i. Tutor U.H. Volunteers

Problem:

a. Coordination
b. Limited amount of services

4. Community Served

a. Public Housing Projects
    1) Kamehameha
    2) Kaahumanu

b. Feeder School for Kalakaua Intermediate

Jarrett Intermediate School

1. General Education

2. Special Education

    a. Two Mentally Retarded Educable Classes

3. Special Programs

    a. Special Motiviation Class

        1) Counseling and individualized instruction

    b. Special Reading Program (P.L. 89-10)

        1) Two reading specialists to improve reading skills

4. Modified General Education Programs

    a. Having a large below-average school population as measured by standardized tests (SCAT and STEP), the school has modified the general program by:

        1) Eighth grade boys and girls take both homemaking and shop with emphasis on the practical rather than academics.

        2) Gardening as a course for seventh graders.

        3) Increasing number of typing classes to accommodate 30 per cent of the student body.

        4) Increasing the music and art classes to accommodate the majority of students seeking enrollment in these programs.

In summary, the following conclusions were drawn by the reporters:

1. There is no comprehensive plan for needs assessment and no systematic procedures for the collating of assessments for system-wide information on individual schools.

2. There are identified special programs in the sample schools but they are not effectively coordinated. Program orientation and direction are determined by the funding authority.

3. Schools having comprehensive and coordinated plans of action are a result of leadership and initiative of the school principal.

4. Identifying students exhibiting school and personal problems is not difficult; concern is greater over how to effectively program for these identified students.

FIRE PREVENTION AND SAFETY

1. Primary Fire Safety Demonstration
2. Secondary Fire Safety Demonstration
3. Fire Safety Table-Top Demonstration
4. Contents of Fire Prevention and Safety -- A Teaching Manual of Elementary Schools

PRIMARY FIRE SAFETY DEMONSTRATION
Kindergarten - Third Grades

I.	Introduction	2 minutes
II.	Fire Triangle - Wooden blocks	2 minutes
III.	Match - Book of matches, wooden match	3 minutes
IV.	Slides - "Anatomy of a Fire" (8 slides)	5 minutes
V.	Protective Clothing 1. Helmet 2. Jacket 3. Pants 4. Gloves 5. Boots 6. Goggles	13 minutes
VI.	Film - "Donald's Fire Survival Plan"	11 minutes
	Presentation Time	36 minutes

Handout - "FIRE - WHAT IT IS"
"IS THIS YOUR HOME"

Equipment Needed:

1. Triangle
2. Book of match
3. Wooden match stick
4. Slide Projector with extra case
5. Slides - 1 tray "Anatomy of a Fire"
6. Protective Clothing - Helmet, Jacket, Gloves, Pants, Boots, Goggles
7. 16 MM Movie Projector and Spare Reel
8. Film - "Donald's Fire Survival Plan"

SECONDARY FIRE SAFETY DEMONSTRATION

Fourth - Sixth Grades

I.	Introduction	2 minutes
II.	Fire Triangle - wooden blocks	4 minutes
III.	Match - book of matches - wooden match	4½ minutes
IV.	Pot and Oven Fire	4½ minutes
V.	Family Escape Plan	10 minutes
VI.	Film: "Donald's Fire Survival Plan"	11 minutes
	Presentation Time	36 minutes

VII. Questions and Answers

Handout - "Fire - What It Is"

Equipment Needed:

1. Fire Triangle - wooden blocks
2. Book of Matches
3. Wooden Match Stick
4. Toy Stove with Oven
5. Pot and Cover
6. Gas - Water
7. Louver Frame
8. 13 Plastic Louvers
9. Dresser Drawer
10. 16mm Movie Projector
11. Spare Reel
12. Film: "Donald's Fire Survival Plan"

FIRE SAFETY TABLE-TOP DEMONSTRATION

I.	Introduction	6 minutes
II.	Pot and Oven Fire	4½ minutes
III.	Flammable Liquids	18 minutes
	a. filling explosion box and two cans	
	b. Containers - glass, metal, safety can	
	c. Flash back	
	d. Trouble lite	
	e. Can explosions	
	f. Dynamite stick	
	g. Aerosal can	
IV.	Electrical Phase	11½ minutes
	a. House - Plug fuse	
	b. Circuit breaker	
V.	Family Escape Plan	10 minutes
	Presentation Time	50 minutes
VI.	Questions and Answers	
VII.	Oxygen Tent Fire	10 minutes
	1) Fire and Police Recruit Classes	
	2) Special Hospital Training	

Handout - "FIRE - WHAT IT IS"

Equipment Needed for Fire Safety Table Top Demonstration:

I. Introduction
  - Wooden blocks - Fire Triangle
  - Giant Match Stick - Vapors

II. Pot and Oven Fire
  - Pot and Cover
  - Toy Stove with Oven
  - Gasoline

III. Flammable Liquids
  - Containers - Glass Gallon Bottle
    - Metal Gallon Container
  - Gallon Safety Can with Funnel
  - Flashback
    - Copper tubing asbestos lined heating appliance
    - Vapor tube- old fluorescent tube (6 feet)
    - Vapor tube stand with clamp
    - Candle holder stand with clamp
    - Cotton
    - Eye Dropper
    - Can to smother cotton fire
  - Box Explosion
    - Vapor Explosion Box
    - Light bulb and heating unit
    - Trouble Light
  - Can Explosion
    - Metal 5 gallon cans (2)
    - Metal wand match holder with clamp spark generator and electric wand
    - Gasoline, eye dropper, paper for cans (2)
    - Can to extinguish cotton fire
    - Dummy stick dynamite
    - One aerosal can
    - One aerosal can (exploded)

IV. Electrical Phase
  - One minature 2 story house completely wired
    - One circuit, plug fuse
    - Fuseable link - 6 amp
    - Cotton Rag
    - Quarter (25¢)
  - Circuit Breaker Demonstration Kit
    - One old Iron
    - One old Toaster
    - One Battery Operated Radio
    - Frayed Wires
    - Cotton, Metal Plate
    - Can to Extinguish Cotton
  - One Manniken

V. Family Escape Plan
  - Louvered Window Frame
  - 13 Plastic Louvers
  - One Dresser Drawer

VI. Oxygen Tent Fire
  - Metal Bed Frame
  - Oxygen Bottle
  - Metal Wand Match Holder with Clamp
  - Plastic Bag
  - Cotton, Cigarette

Other Equipment Needed for Fire Safety Table Top Demonstration:

Extension Cord - 2
Containers for Gasoline - 3 (small plastic bottles)
Wooden case for fluorescent tubes
CO2 Extinguisher - 2 lbs.
Eye Dropper - 2
Map Paper - for explosion cans
Light Bulbs - 75 watts
Candles - Blashback
Matches
Cotton
Cotton rags - smoke house
Plastic Bags - Oxygen Tent Fire
Carrying Boxes - 2
4 Wheel dolly

CONTENTS
of
Fire Prevention and Safety - A Teaching Manual for Elementary Schools

page

FOREWORD The Junior Fire Marshal Program 3
UNIT I The History of Fire Fighting in America (*A social studies unit*) 4
UNIT II Fire Fighting in America Today (*A science unit on the effective means of fire protection and safety in modern America*) 9
UNIT III Fire Prevention and Safety—Fall and Winter 13
UNIT IV Fire Prevention and Safety—Spring and Summer 18
UNIT V Fire Prevention and Safety for the Farm, School and Community 23
UNIT VI Fire Fighting Around the World (*A social studies unit about our fire-fighting friends in other lands*) 28
THE JUNIOR FIRE MARSHAL'S HOME REPORT 33
THE JUNIOR FIRE MARSHAL SONG 34

Published as a public service by The Hartford Insurance Group as a part of the national Junior Fire Marshal Program.

© 1961 HARTFORD FIRE INSURANCE COMPANY

SECURITY CHECK LIST*
Hawaii State Department of Education

SECTION I. (semi-annual physical security inspection)

TO: State Security Director

FROM: ______________________ SIGNATURE: ______________________
Full name/Typed/Facility Manager

Facility Location: ____________ DATE: ______________________

Results of inspection (narrative of details - e.g. everything found to be adequate; items not adequate and corrective actions taken or recommended. Use continuation sheet if required.)

____

____

____

*Adapted from State of Hawaii Physical Security Contingency Operations Plan.

ITEM	ACTION/OBSERVATION	ADEQ	NOT ADEQUATE
1.	Building entrances and exits - list, diagram, describe.		
2.	All building windows which can be used to enter premises (from adjacent building, outside upper or lower floor, rooftop, tree, etc.)		
3.	Building receiving, delivery, shipping docks, freight elevators, basements, lobby and procedures of receiving, shipping.		
4.	Access control system of employee/tenants (gate pass, etc.)		
5.	Off-hours employee control - sign-in/out logs, access lists, etc.		
6.	If restricted facility/area, sign-in log and access control.		
7.	Procedures for trash collection and removal from building/facilities.		
8.	Adequacy of fire safety equipment - hoses, hydrants, extinguishers, tests, inspections, etc.		
9.	Fire escapes, exits, stairs, etc.		
10.	Building fire evacuation plan, safety plan, tests.		

ITEM	ACTION/OBSERVATION	ADEQ	NOT ADEQUATE
11.	Fire stairway door opening (direction should be outward).		
12.	Accessibility of washrooms.		
13.	Equipment, utility, broom closets-controls & check procedure.		
14.	Can anyone enter the building un-noticed thru the fire stairwell/fire exit? Are these areas difficult to pass and use in an emergency evacuation?		
15.	Are hallways and stairways adequately lighted?		
16.	Access to air condition system ducts - are they secure? Can someone use them to blow toxic or irritant gases into the facility?		
17.	What type key-lock installed? (Lever lock, wafer lock, pin tumbler, etc.)		
18.	Is key-control system adequate?		
19.	What type alarms are in use in the building? Fire? Burglar (instrusion)?		
20.	Is there a building regulation and rules? Who controls or publishes/establishes such rules and regulations?		
21.	Are all access routes above the ceilings identified? Their locations?		
22.	Where is postage meter machine located? Does it have signing/recording procedures? How and by whom each of the foregoing (machine and record of use) secured?		
23.	Are all windows and doors checked to see they are in proper working order? How and who checks to assure that all windows and doors which should be closed/locked are done so?		
24.	What is procedure in storing official records of non-sensitive nature? What type of container (filing cabinet, etc.) used?		
25.	Where are sensitive or restricted correspondence or information filed?		
26.	Do you have combination safes? How many? Do you have procedures established when and why for changing the combination?		

ITEM	ACTION/OBSERVATION	ADEQ	NOT ADEQUATE
27.	Are door hinge pins removeable or lock-pin variety or welded to prevent removal?		
28.	Are padlock hasps, if any, installed in such manner as to prevent removal?		
29.	Are the telephone terminal panels in the building locked or located in area not readily accessible to others?		
30.	Are the electric power switchboxes locked or located in area not readily accessible to others?		
31.	Office mail - who delivers, when, what is done with empty mail sacks?		
32.	If cafeteria or other concessionaire located in building, how are they controlled? (Who are they? What time and how they are admitted? What equipment they bring in? Do same equipment leave? How much access do they have? Are they inspected?)		
33.	Do you or other tenants have substantial messenger traffic? Are messengers handled by a receptionist or other person? Are messengers free to visit all areas in the building?		
34.	How are job applicants handled? Is one person responsible for receiving all job applicants? Can someone pose as an applicant and "case" the office area or steal from your office?		
35.	How are visitors handled in your building? Are they received in the offices? By your office receptionist? Are visitors escorted in your office space? Are there precise published instructions for handling visitors?		
36.	Do people who claim official status such as building, fire, or health inspectors permitted free access? Are they escorted? Are their ID's or bona fides checked? By whom? Is there a policy to handle this type of visitor?		
37.	Who is responsible to open up the office, lobby, front door, etc. at the beginning of the day? Who closes at night? What time? Who verifies? What type of check is made of public areas (toilet & others) in the building before closing for the night?		
38.	Are office machines, furniture, equipment moved from floor to floor (or from office to office)? How are such moves controlled? Who does the moving work?		

PROPOSED FIRE PREVENTION-SAFETY AND HEALTH,
SECURITY AND ENFORCEMENT TRAINING
FOR HAWAII STATE DEPARTMENT OF EDUCATION FACILITIES

I. **FIRE PREVENTION-SAFETY:**

KINDERGARTEN THROUGH 3RD GRADES

II. **FIRE PREVENTION-SAFETY AND HEALTH:**

4TH THRU 12TH GRADES & SCHOOL STAFF

III. **SECURITY AND ENFORCEMENT:**

SCHOOLS, LIBFARIES AND BUIDLINGS

Submitted by: MICHAEL TOPOLINSKI
Fire Chief (Retired)
804 Kumukahi Place
Honolulu, Hawaii 96825
(Phone 395-4059)

I. FIRE PREVENTION-SAFETY LECTURE FOR DEPARTMENT OF EDUCATION, HAWAII KINDERGARTEN TO THIRD GRADES THROUGHOUT THE STATE.

A. Lesson Plan (Lecture and Demonstration - Differs from higher grades).

1. Introduction: Purpose of assembly.
2. Explain the dangers of fires, playing with matches, lighters, school fire drills, etc.
3. Elaborate on fire department and fireman as a hero, referring to picture display of fireman carrying and caring of a child.
4. Demonstrate how to extinguish a clothing fire.
5. Explain and demonstrate the use of fireman's helmet, boots and coat, and the purpose of a siren and flashing red light.
6. Demonstrate the burning of a home ("3-D" electrical display).
7. Explain and demonstrate how a fireman sleeps at the station and jumps into his boots and don his coat and helmet when a fire alarm is sounded (a student will ring a portable alarm bell to climax the lecture).
8. Have all youngsters make a pledge by raising right hand: "I promise not to play with matches, lighters, etc."

B. A pre-planned schedule of dates and time must be coordinated with DOE.

Time and preparation for lecture and demonstration (DOE must furnish microphone and site).

1. 20 minutes - set up training aids.
2. 35 " - lecture.
3. 15 " - disassemble training aids.
4. 45 " - travel to and from schools (Oahu).
   Total time per session (no movies) - 1 hour and 55 minutes, preferably during morning hours.

C. Proposed Contract and Cost.

1. Yearly contract.
2. Transportation, training aids, equipment and expense by undersigned.
3. Cost per session - $65.00.

II. FIRE PREVENTION - SAFETY AND HEALTH LECTURES FOR DEPARTMENT OF EDUCATION, HAWAII.

A. 4th to 12th Grades Throughout the State.

  1. Lesson Plan (differs from K-3 grades) - Lecture and Demonstration.

    a. 1st Phase (25 minutes) - Fire Prevention Safety "Learn or Burn"

      1) Intoduction: Fire

      2) Explain and demonstrate characteristics of fire (triangle of fire, classes of fire, school fires, and extinguishment of fires).

        a. Demonstrate a careless smoker dropping lighted cigaret on davenport in miniature doll house and smoking in oxygen tent.

        b. Demonstrate careless use of flammable liquids (miniature gasoline explosion from containers).

        c. Demonstrate stove and pot fires and their extinguishments.

        d. Demonstrate electrical fires (short circuits and Christmas tree fires).

        e. Demonstrate fire escape route via louvered window.

        f. Explain school fire drills and their purposes.

    b. 2nd Phase (20 minutes) - Health Hazard in Smoking ("Smoke and Croak")

      1) Demonstrate cigaret burning (temperatures of 500, 1,050 and 1,350 degrees Fahrenheit).

      2) Explain Surgeon General's Findings ("Smoking is Health Hazard").

      3) "Smoking causes cancer, heart attacks, etc." Demonstrate "Smokey Moki's" presence. Mannequin inhales and exhales. Pass out flask to students to see and smell nicotine, etc.

      4) Demonstrate cigaret igniting "Hall of Flame" structure.

      5) Demonstrate cigaret igniting gasoline can (explosion).

      6) Elaborate on athletes' role for not smoking.

      7) Have 4th to 6th graders raise their hands and make pledge: "I promise not to smoke, etc." (Issue pledge handouts to principal for distribution to them (see attached sample).

  2. Time & Preparation for Lecture and Demonstration. (A pre-planned

schedule of dates and time must be coordinated with DOE. Site and microphone must be provided by DOE.)

a. 45 minutes - setting up training aids.

b. 45 minutes - lecture.

c. 35 minutes - disassemble training aids.

d. 45 minutes - travel to and from schools (Oahu).

Total time per session (no movies) - 2 hours and 50 minutes, preferably during morning hours.

3. Proposed Contract and Cost.

a. Yearly contract.

b. Transportation, training aids, equipment and expense furnished by undersigned.

c. Cost per session - $75.00.

B. Staff, Custodians, PTA's Throughout the State.

1. Lesson plan, time transportation, training aids, equipment, contract and cost same as for 4th-12th grades.

2. Lectures and demonstrations could be arranged for non-school days (vacations).

3. Available for special events, i.e., conventions, seminars, PTA meetings.

III. SECURITY AND ENFORCEMENT - FOR HAWAII SCHOOLS, LIBRARIES AND OFFICES.

A. Make a periodic fire inspection of buildings for fire hazard, fire equipment and general housekeeping. Inspect all fire hose and extinguishers. Test fire alarm evacuation and alarm systems. Make recommendations for all deficiencies to be corrected.

B. Respond to all school fires to represent D.O.E. in coordinating an on -the-scene report of extent of damages and aid police and fire departments for necessary details and information.

C. Train and assign personnel in respective buidlings as "building fire warden" to man fire equipment during any emergencies (fire, bomb threat, earthquake).

D. Conduct periodic fire evacuation drills.

E. Train security task force in reporting fires and extinguishing fires with available equipment.

F. Accept all written reports of fire equipment deficiencies from office staff, libraries and principals, and expedite to make corrective actions.

G. Represent D.O.E. in Annual Fire Prevention Week functions, meetings, displays and poster contests, etc.

H. Be available for special lectures and demonstrations in D.O.E. conventions, seminars or work-shops.

I. Coordinate plans with State Fire Marshal, City and Federal Fire Departments when necessary.

Note of Interest: The above tasks in Part III would be almost impossible to be fulfilled by the undersigned only, if lectures are to be conducted during the normal school hours, as time is the essence. I recommend, if possible, that the above tasks be conducted during non-school days (summer and Easter vacations). Salary for these tasks could be made on an hourly basis. For above Parts I, II and III on outside islands, per diem must be considered for transportation and lodging.

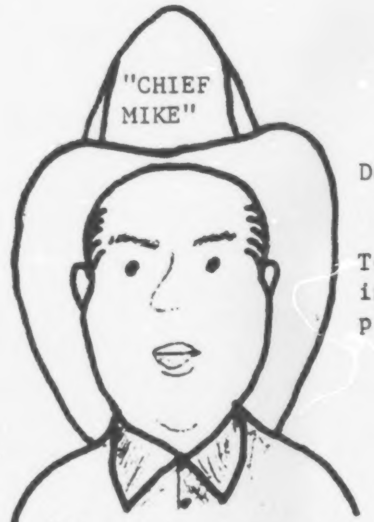
(HANDOUTS TO SCHOOL PRINCIPAL FOR 4 TO 6 GRADERS. (TO BE PRINTED BY DOE OR CANCER SOCIETY.)

"Learn or Burn - Smoke and Croak"

(Lecture)

____
School

____
Date



Dear Mom and Dad:

After observing and listening to Fire Chief Topolinski's (Chief Mike) lecture on cigaret smoking which is hazardous to health, I am making pledge that I will never smoke throughout my life.

____
Signature

P.S. "Please keep this note as my pledge."

(Courtesy of American Cancer Society)
and
(Department of Education)

A SUGGESTION:

STATE OF HAWAII
STANDARD UNIVERSAL RESOURCES MANAGEMENT
PRIORITY DESIGNATORS

HBFSP July 11, 1975

URGENCY OF NEED DESIGNATOR		PROGRAM LEVEL DESIGNATOR		
		A	B	C
		PUBLIC SERVICE	PUBLIC SERVICE SUPPORT	ADMINISTRATIVE SUPPORT
I	EMERGENCY	1	2	3
II	MISSION ESSENTIAL - Operational Improvements	4	5	6
III	MISSION ESSENTIAL - Normal Operational Requirements	7	8	9
IV	MISSION ESSENTIAL - Deferrable	10	11	12
V	MISSION ESSENTIAL - Enhancement	13	14	15
VI	Nice-to-Have	16	17	18

Suggested by:
Teruo Tanonaka
Charles S. Furuya
(548-5848)

SUGGESTED DOE PROGRAM PRIORITY DESIGNATION SYSTEM

HBFSP

June 10, 1975

	Priority	Priority Designation	PROGRAM LEVEL DESIGNATOR		
			Academic (A)	Academic Support (B)	Administrative Support (C)
URGENCY OF NEED	I.	EMERGENCY	All or portions of the academic program have halted, such programs must resume, otherwise the students' learning processes will be jeopardized, stymied or stunted, or the desired academic requirements will not be met.	Academic Support to the academic program has halted or will halt before the level of academic support is responsively restored. Otherwise the students' learning processes will be jeopardized, stunted, stymied, or the desired academic requirements will not be met.	Administrative support is deficient and as a result a. Jeopardizes the safety of the students and other school personnel. b. Unless such support is restored, direct and indirect impacts will cause the educational process to be stymied, stunted, or the desired academic requirements will not be met.
	II	MISSION ESSENTIAL - Operational Improvement	Requirements which would substantially improve the academic level of the school curriculum or students.	Academic support requirements which are needed to support the academic program level in order to realize substantial academic improvements.	Administrative Support required for support of academic and academic support in order that substantial improvements in the academic level of the schools are achieved. The requirements could be directly or indirectly impacting on the academic program. Includes health and safety needs.
	III	MISSION ESSENTIAL - Normal Operational requirement	Normal requirements to sustain the current level, program or standards of academics.	Normal academic support requirements needed to sustain the normal academic program, level and standards.	Normal administrative support requirements needed to sustain both the academic and academic support programs and required safety and health needs.

Suggested by: Teruo Tanonaka
Charles S. Furuya
(548-5848)

CORRECTED COPY (July 10, 1975)

HBFSP

SUGGESTED DOE PROGRAM PRIORITY DESIGNATION SYSTEM

June 10, 1975

	Priority	Priority Designation	PROGRAM LEVEL DESIGNATOR Academic (A)	 Academic Support (B)	 Administrative Support (C)
URGENCY OF NEED	IV	MISSION ESSENTIAL - Deferrable.	Same as priority III criterias, except if deferred at least between budget and programing cycles or during the current school year, the academic level will not be degraded.	Same as priority III, except deferrable at least between budget and program cycles of during the current school year, but the academic program and/or the academic support program will not be degraded.	Same as priority III, except are deferrable at least between budget and program cycles or during the current school year, without: a. Degrading the academic and academic support level, b. degrading the health and safety level.
		NOTE:	Mission essential deferrable, may be acceptable for the current budget and programming cycle and academic year, but for subsequent periods, it may result in higher priorities including Priority I - Emergency because of inattention or deterioration during the deferral period.		
	V	MISSION ESSENTIAL - Enhancement	Requirements which generally will enhance the academic programs, i.e. field trips, guest speakers, academic competition, etc.	Requirements which will enhance the academic support and the end result will enhance the academic program.	Requirements which will enhance the academic and academic support programs in a direct or indirect manner. Applies to the safety and health of the students and other school personnel.
	VI	NICE-TO-HAVE	Requirements which will improve convenience, techniques, etc., which will make academic efforts easier; but if not available will not materially affect the quality of the academic level.	Requirements which will make it easier to provide academic support.	Requirements which will make it easier to provide academic, academic support and health and safety support.
		NOTE:	It must be recognized that the Urgency of Needs of the DOE in Academic, Academic support, and Administrative support areas are dynamic. As a result priorities		

CORRECTED COPY (July 10, 1975)

SUGGESTED DOE PROGRAM PRIORITY DESIGNATION SYSTEM

HBFSP

June 10, 1975

	Priority	Priority Designation	PROGRAM LEVEL DESIGNATOR		
			Academic (A)	Academic Support (B)	Administrative Support (C)
URGENCY OF NEED			**continued:** change with different pressures and occurrences. A Priority IV item may suddenly change to a Priority I, II or III and vice versa. However, this system will greatly assist in avoiding the subjectivity of priority decision-making in the absence of a system such as this.		

CORRECTED COPY (July 10, 1975)

STATE OF HAWAII
DEPARTMENT OF EDUCATION
LOSS, OFFENSE, INCIDENT REPORT*

1. REPORT NUMBER:
a. Reporting Office
b. District

SECTION I - REPORTER'S USE

3. INCIDENT TIME/DATE:

4. FACILITY NAME, ADDRESS, LOCATION:

SECTION II - TYPE REPORT

☐ Initial ☐ Interim ☐ Final

5.
- ☐ Accident
- ☐ Assault/Fight
- ☐ Bomb(Threat/Actual)
- ☐ Burglary
- ☐ Fire/Arson
- ☐ Larceny
- ☐ Trespassing
- ☐ Vandalism
- ☐ Robbery
- ☐ Drugs
- ☐ Homicide
- ☐ Bus
- ☐ Rape
- ☐ Other Sex Offense
- ☐ Weapons ______
- ☐ Demonstration
- ☐ Items Missing
- ☐ Other ______

6. Was the incident reported to the Police, Fire Department? ☐ yes ☐ no

7. TIME/DATE REPORTED:
POLICE: ______ FIRE DEPARTMENT: ______ AMBULANCE: ______
DOCTOR: ______ DISTRICT: ______ DEPARTMENT: ______

Investigating Officer's Name: ______

8. NARRATIVES: (State in concise, clear terms, details of incidents; what, when, who, why, where, and how. Use diagrams, sketches, photos, and continuation sheets.)

SECTION III - DESCRIPTION OF SOCIAL CONDITIONS

9. Describe social, political, employment, personnel conditions, incidents, or activities which may have been contributory or direct causes for this incident.

*Adapted from State of Hawaii Physical Security-Contingency Operations Plan.

SECTION IV - PROPERTY EQUIPMENT LOSSES/DAMAGES

10. Describe equipment losses or damages with identification details (manufacturer, model number, serial number, quantity of each, item/unit value, total costs).

SECTION V - STRUCTURAL DAMAGES

11. Describe structural damages, destruction; itemize each repair needed/replacement, cost of repair, and include estimated labor costs or man-hours.

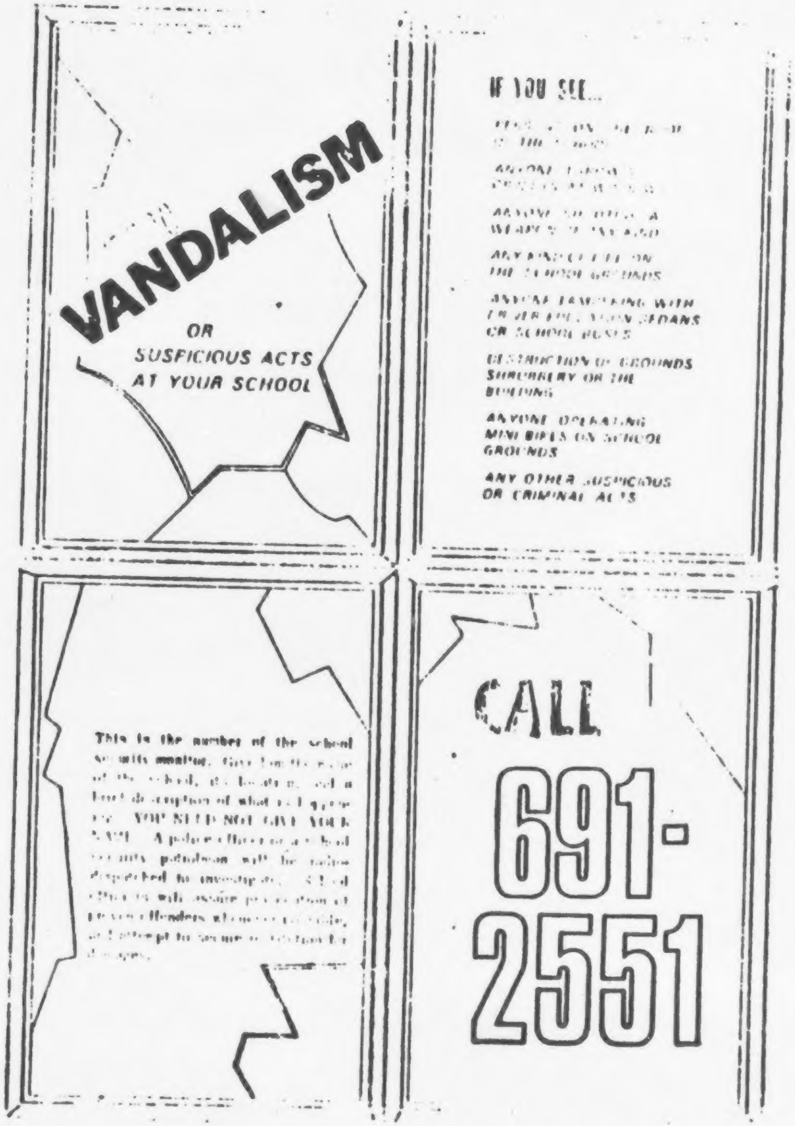
12. NAME, SIGNATURE, POSITION, TELEPHONE NUMBER OF REPORTER:	DATE:

SECTION VI - SUPERVISOR COMMENTS

13. SUPERVISOR'S COMMENTS:

14. NAME, SIGNATURE, POSITION, TELEPHONE NUMBER OF SUPERVISOR:	DATE:

List of Attachments:	DISTRIBUTION:



VANDALISM
OR
SUSPICIOUS ACTS
AT YOUR SCHOOL

IF YOU SEE...

- [illegible]
- ANYONE [illegible]
- ANYONE [illegible] A WEAPON [illegible]
- ANY [illegible] ON THE SCHOOL GROUNDS
- ANYONE TAMPERING WITH [illegible] SEDANS OR SCHOOL BUSES
- DESTRUCTION OF GROUNDS SHRUBBERY OR THE BUILDING
- ANYONE OPERATING MINI BIKES ON SCHOOL GROUNDS
- ANY OTHER SUSPICIOUS OR CRIMINAL ACTS

This is the number of the school security emergency. Give [illegible] the name of the school, its location, and a brief description of what is happening. YOU NEED NOT GIVE YOUR NAME. A police officer or a school security patrolman will be [illegible] dispatched to investigate. School officials will assure prosecution of proven offenders whenever possible, and attempt to secure restitution for damages.

CALL
691-
2551

Fairfax County Public Schools
10700 Page Avenue, Fairfax, Virginia 22030

October 20, 1975

Dear Neighbor:

Are you aware that vandalism in your public schools cost Fairfax County taxpayers $307,000 last year? That's enough to hire 29 to 34 more teachers or renovate two schools or buy 28 new school buses!

We've taken a number of steps in the last few years to stem the rising cost of vandalism, including the installation of an electronic detection system in all schools, providing roving security patrols and effecting the fullest possible cooperation with county and local police.

We need your help to lower the cost of vandalism!

The school in sight of your home, or one you may be passing, is one of those damaged by vandals. Perhaps you have noticed persons on the school grounds who were behaving suspiciously, or even actually engaging in vandalism, but you did not know where to call or did not want to get involved.

The information on the reverse side of this card tells how you can help us reduce the waste of our tax dollars on vandalism. Please save this card; keep it handy by your telephone. If you notice anything suspicious going on at a school, follow the instructions on the card. You can help without having to give your name.

If you would like to know more about our school security program, call the security office at 691-2600, between 8 a.m. and 4 p.m. weekdays.

S. John Davis

S. John Davis
Division Superintendent

E-2

187

A STATEWIDE PROGRAM
ON
CAMPUS BEAUTIFICATION

By an Ad Hoc Campus Beautification Committee, DOE

I. Proposed Policy -- Administrative Series, 1110-6

II. Proposed Regulations -- Administrative Series, 1110-6.1

III. Proposed Superintendent's Procedures 75-

- A. Types of Projects
- B. Kinds of School Beautification Projects
- C. A Sample of a School Beautification Plan
  - 1. A Sample Listing of Resources Required
  - 2. Project Guidelines
- D. A Sample Monthly Inspection Report

POLICY

CAMPUS BEAUTIFICATION

In today's impersonal society, the students may lack the opportunity to develop and experience the feeling of pride and an appreciation of beauty in their environments. A beautiful school can contribute to academic learning and to good interpersonal relationships by providing the students with a pleasant surrounding. Each school, therefore, shall have a definite program to beautify its campus.

See: Policy 4200 - Student Welfare
Policy 4210 - Student Safety
Regulations 4210.1 - Student Safety
Policy 6400 - Custodial Services
Policy: Landscaping, adopted by the Board of Education on 12/18/68
Department Procedures for Custodial Services, Volume II,
Business Office Handbook - Auxiliary Services: Custodial and Student Transportation

REGULATIONS

CAMPUS BEAUTIFICATION

Comprehensive School Beautification Plan

1. Each school shall have a plan with short-range and long-range goals and activities to beautify the school.

2. The plan shall consist of seven major elements. They are:

   a. Landscaping
   b. Repairs & maintenance
   c. Clean-up
   d. CIP
   e. Special projects
   f. Education
   g. Inservice training

3. The plan shall include an annual evaluation of the on-going and special activities of the school's beautification efforts and the evaluation report shall be submitted to the district superintendent by the end of each school year.

Individual Projects

4. Each beautification project shall include a project plan naming the project leader and describing the objective, the specific activity, the resources required, and the means of obtaining the resources. Each project should be approved by the school beautification committee.

5. Any beautification project requiring supplies and equipment from the Department of Accounting and General Services shall be obtained by way of a regular work order request. The principal and the District Office shall assist the project staff in complying with the work order request procedures.

School Beautification Committees

6. Each school principal shall establish a school beautification committee which shall consist of students, officers or members from the parents' association, community representatives, teachers, and school administrative staff. The school beautification committee shall be provided available staff assistance and resources by the school.

7. The school beautification committee shall be responsible for:

   a. Reviewing the condition of the school and the on-going activities to maintain the physical appearance of the school;

   b. Developing a comprehensive school beautification plan for the school; and

   c. Implementing the plan.

Principal

8. The school's beautification plan is subject to the approval of the principal before implementation. Approved copies of the plan shall be submitted to the district superintendent and the department's landscape architect in the Auxiliary Services Branch, Office of Business Services.

9. Each principal or his designee shall periodically inspect his campus to maintain the campus in a clean and beautiful condition.

District Superintendent

10. Each district superintendent shall be responsible for having clean and beautiful school campuses in the district.

11. The district superintendent or his designee shall review school beautification plans, evaluate the schools' physical appearances in general, and coordinate district-wide campus beautification projects.

GUIDELINES ON CAMPUS BEAUTIFICATION

1. Membership of the school beautification committee may be selected from the student council, school staff, parent-teacher association (PTA), service clubs, community organizations, businesses, and other concerned organizations, individuals, and students.

2. In the planning and execution stages of the plan, the effect of civil service rules and regulations, collective bargaining provisions, current maintenance procedures, and applicable laws, rules and regulations should be considered. In this regards, appropriate school, district, or state officials and union officials should be consulted.

3. Appropriate guidelines and manuals will be used by the committee. Some of the pertinent ones are: OBS -- Landscape Practices and Procedures; DAGS -- Standards and Procedures on Repairs and Maintenance of Schools in the State of Hawaii; and DOE -- Educational Specifications for Facilities.

4. Consultation from professional sources such as: department's landscape architect and superintendent of school custodial services in the Auxiliary Services Branch of OBS, program specialists for the department on industrial arts and agriculture; university agricultural experts; professionals in community landscape firms; Department of Accounting and General Services' maintenance and public works professionals; etc. may be utilized.

5. Before and after pictures should be used, where possible, to serve as effective presentations of accomplishments and documentation.

6. Principals and custodians and other interested people should be encouraged or required to attend department-sponsored or department-conducted workshops, seminars, and other inservice educational programs on subjects relating to the beautification or maintenance of the school campus. Inservice can also be conducted in the school, such as a monthly discussion session held by the principal with the custodians, sometimes with the presence of district, state or community resource people.

7. Recognition (awards, etc.) should always be part of the program.

8. The following are examples of types and kinds of projects and other material which may be of use to the committee.

TYPES OF PROJECTS

I. STATEWIDE

A. KID'S CARE -- by Hawaii Newspaper Agency, Lions Clubs and Outdoor Circle; elementary school students only, voluntary.

B. ANNUAL BEAUTIFICATION WEEK OR MONTH -- by state, district, or other sponsors.

C. JOHNNY HORIZON PROGRAM -- by Department of Interior, USA. An environmental action campaign to clean up America for our 200th birthday, coordinated in Hawaii by Paul M. Goudsmit, Hawaii State Jaycees. 2,000 kits sent to grade schools -- kits include pledge cards, stickers, signs, information kit, etc. Inquiries about the program should be directed to Hawaii State Jaycees.

D. ARTISTS-IN-THE-SCHOOLS PROGRAM -- by DOE (Dr. Ray Okimoto, coordinator, Cultural Program, OIS); supported by the National Endowment for the Arts and the State Foundation on Culture and the Arts; noted local artists hired under the program to conduct workshops, demonstrations, and lectures; works of art determined by advisory teams from the particular school; to foster interest in the arts and desire to create own piece of art; pilot program now on the island of Hawaii; will be in Central Oahu in 1976.

E. ANTI-LITTER CAMPAIGN -- by State; DOE Coordinator -- Mrs. A. J. Ku, Staff Specialist, Public Relations; further information to be announced later.

II. SCHOOL

A. STUDENT PROJECTS -- class or grade projects, club projects, student government projects, class subject projects (e.g., art class, sculpture and ceramics class, drawing and painting class, woodwork class, metalwork class, agriculture class, etc.)

B. COMMUNITY PROJECTS -- PTA projects; other community organization projects such as Lions Clubs, Jaycees, Rotarians, Hawaiian Civic Club, Kamehameha School, Boy and Girl Scouts, Cub Scouts, Explorer Scouts, Campfire Girls, YMCA, YWCA, etc.

KINDS OF SCHOOL BEAUTIFICATION PROJECTS

I. LANDSCAPING

Reviewing landscape plans -- planting, removing, and relocation; selection of appropriate trees, plants, shrubs, and grass; fertilizing, watering, and mowing; removing or eradicating weeds; maintenance of hillsides, walkways, along buildings, ditches, and fences.

II. REPAIRS AND MAINTENANCE

Painting walls, window replacements, repairs, etc.

III. CLEAN-UP

Removal of abandoned vehicles, shacks, trash, and unwanted items including plants and trees.

IV. C.I.P.

Review of style and arrangements of new facilities from standpoint of beautifying the school campus at the initial planning stage; including sprinkler systems and retaining walls in the plans.

V. SPECIAL PROJECTS

Murals and other art works; painting problem areas such as playground equipment; and installing benches, tables, water fountains, and other amenities.

VI. EDUCATION

Educating students on appreciation of cleanliness, beauty, civic-mindedness, etc. as part of the school's curriculum, using such courses as: environmental education, ornamental horticulture, life-science, outdoor labs, etc.

VII. IN-SERVICE TRAINING

Training principals, custodians and other school personnel in recognizing problems and how to cope with them; organizing student projects, PTA projects, community projects, etc.

(a sample of a)

SCHOOL BEAUTIFICATION PLAN
FOR
________________ SCHOOL

ELEMENTS - ASSESSMENT	OBJECTIVES	PLAN OF ACTION	SCHEDULE	BY WHOM	INDICATORS
I. LANDSCAPING					
A. Grass looks overgrown one week after cutting because of weeds.	1. Beautify lawn	a. Apply weed killer	1) June	a) Custodian	Lawn looks cut 3 weeks after being mowed.
B. Entrance to school looks bare and dreary.	1. Beautify entrance to school	a. Place flowering planters at entrance and hallways.	1) All year long	a) Custodian	Entering school becomes pleasant; students have more pride in showing school to family and friends.
		b. Plant shrubs & plants in accordance with landscape plan; select foundation plants, ground cover, shade trees.	1) July and August	a) Plan by State landscape architect b) PTA with help from custodians	)
C. Athletic field is too dry.	1. Beautify athletic field	a. Water every evening for 2 hours with automatic sprinkler.	1) August 1 through August 28	a) Custodian	Green lawn
		b. Fertilize	2) Last week of July	a) Custodian	Green lawn
II. REPAIRS & MAINTENANCE					
A. Paint on hallway walls peeling & dirty	1. Clean & beautiful hallways	a. Apply fresh paint b. Choose pleasant colors	1) October	a) Junior class	Clean & pleasant hallways and pride in school by students.
B. Dirt driveway - dusty and muddy	1. Clean & neat looking driveway and entrance to school	a. Pave front driveway	1) November	a) DAGS	Beautiful entrance to school and less dirt tracks into classrooms.

ELEMENTS - ASSESSMENT	OBJECTIVES	PLAN OF ACTION	SCHEDULE	BY WHOM	INDICATORS
III. CLEAN-UP					
A. Unsightly tool shack & abandoned truck in rear corner of school.	1. Beautify & expand playground	a. Demolish & remove shack, remove truck and clean area	1) June	a) Lions' Club	Clean and safe area for playground
B. Markings on wall	1. Maintain clean walls	a. Remove markings	1) September	a) Students junior class	Clean walls
IV. CAPITAL IMPROVEMENTS					
A. Trash containers create unsightly view of school front.	1. Beautify entrance to school	a. Build wall to block view of trash containers	1) February	a) DAGS	Trash containers cannot be seen from front of school.
V. SPECIAL PROJECTS					
A. Toilets marked with graffiti	1. Clean toilets	a. Remove graffiti and repaint walls of toilet	1) October	a) Students-senior class	Clean and colorful toilets
VI. EDUCATION					
A. Lack of awareness - papers & soda cans are strewn on the lawn.	1. Develop pride in keeping school beautiful.	a. Hold assembly meetings on awareness of environment.	1) September	a) Principal	Less vandalism and less litter
B. Drab looking buildings	1. Develop appreciation for beautiful things.	a. Contest for painting murals on walls	1) January	a) Art class	Less vandalism
VII. IN-SERVICE TRAINING					
A. Lack of awareness and proficiency on how to have a beautiful campus.	1. Develop awareness & proficiency for a campus beautification program.	a. Monthly planning & discussion meetings between principal & custodian.	1) Monthly	a) Principal or head custodian	Increased enthusiasm and expertise on beautification activities.

197

198

G-8

____________________SCHOOL

____________________PROJECT

A SAMPLE LISTING OF RESOURCES REQUIRED

Work Force

Student Government Leaders	5
Key Club Members	20
Lettermen's Club	30
Faculty	10
Administrator	2
Custodial Staff	5
Others	10
Total	82

Materials Required		From
Exterior Laytex Paint (color)	10 gals.	DAGS (through Dist. Off.)
Exterior Trim Paint (color)	2 gals	"
7" Rollers w/Extension	10 sets	"
4" Nylon Brushes	10 only	District Office
2" Nylon Brushes	5 only	" "

Equipment

6' Folding Ladder	3 only	District Office
4' Folding Ladder	2 only	" "

Other Supplies

2 gal. Buckets	10 only	District Office
12' x 20' Drop Cloth	2 only	" "

PROJECT GUIDELINES

A. Need close supervision and coordination with principal and other parties such as the state landscape architect, the state school custodial service superintendent, the district business specialist, and the school repair and maintenance branch of the Department of Accounting and General Services, where applicable.

B. Should have or seek the active participation of students, teachers, parents, custodians, and other interested parties.

C. Need to consult with the custodians and their union officials where applicable.

D. Need to know and follow regulations and procedures and to utilize standards and guides.

E. Need to evaluate, review the evaluation, and take necessary actions based on the review of the evaluation.

F. Do not plant those plants with flowers which are highly attractive to bees and wasps.

A SAMPLE MONTHLY INSPECTION REPORT

____
(SCHOOL)

GENERAL	Approved	Need Attention	Remarks
Lanai & Hallways			
Classroom Floors			
Walls			
Windows			
Light Fixtures			
Drinking Fountain			
Furniture & Fixtures			
REST ROOMS			
Floors			
Walls & Ceiling			
Windows			
Light Fixtures			
Washbowls & Hardware			
All Dispensers			
Stools and Urinals			
Free from Obnoxious Odors			
CUSTODIAL STORAGE			
Room Clean			
Equipment & Tools Clean & Properly Stored			
Sinks & Drain			
GROUNDS			
Grounds Policed			
Erosion			
Holes			
Trees & Plants			
Valves & Pipes			
Weeds			
Trimming or Edging			

Inspected by______________________

Date______________________

A STUDENT'S PLAN FOR
CAMPUS BEAUTIFICATION

by Laura Hauth, Kailua HS

1. Set up a beautification committee within the school with representatives from all the classes (e.g., by grade levels) and from all the student organizations in the school. This committee shall determine: a) the date and time for the program; b) the supplies and equipment needed, e.g., soap, paint, brushes, garbage bags, etc.; c) the areas into which the school is to be divided.

2. The next step is to obtain the approval of the school administration. Following approval, the committee shall start a sign-up drive using publicity in school newspaper, posters, daily bulletins, etc.

3. Those students who wish not to participate will be told to go home. And all classes will be suspended for the day. Teachers could help by checking for unwanted students trying to come on campus.

4. The beautification program could be a year long program by having quarterly competition. This would mean that the program must be set up early in the school year. By having a year long program, the students would make sure that their areas are kept in the best of condition between the quarterly judging.

5. Awards can be given for "most beautiful area," "most improved area," and "best overall area." These awards could be paid for by the PTA or by community clubs or organizations. The judging could be by local entertainers, legislators, DOE officials, community leaders, and DAGS (Department of Accounting and General Services).

6. As an extra incentive, free lunches can be given to all students who participate in the program. These lunches could be paid for by the student government or by the PTA.

7. School competition could be initiated within each district. For example, Kailua versus Castle, or Kahuku vs. Kalaheo, etc. Then each district could challenge other districts; e.g., Windward versus Honolulu Districts. This could eventually be expanded to be statewide.

Status Report on the CETA Groundskeeper Program
May 4, 1975

PURPOSE

The CETA Groundskeeper project was established to participate in the Public Services Employment (PSE) Program of the State of Hawaii with funds from Title II of the Comprehensive Employment and Training Act (CETA) of 1973. The purpose of the PSE program is to "...provide unemployed persons with transitional employment in needed public service jobs during periods of substantial unemployment and, wherever feasible, to provide training and manpower services to enable the participants to move into unsubsidized employment..."

OBJECTIVE

The objective of the CETA Groundskeeper project is to assist the public schools on Oahu with their serious ground maintenance problems: such as, overgrowth of weeds, brush and trees like haole koa, especially along fence lines, hillsides and stream banks or other excess land belonging to the schools; serious trash and other waste problems; planting trees; and large areas needing weed control. This assistance is not to substitute for the regular duties of the school custodians, but is to care for unusual ground maintenance problems.

PROGRAM

In the short period of about three months (January 20 to April 22) since the inception of the team, the team performed beautification services for 29 different schools. The nature of the work performed included weed and brush control, clean-up, tree transplants, renovation of a track field and clearing overgrowth of weeds, brush, and trees. In addition, they assisted in the nursery and the regular ground maintenance work at some schools.

ANALYSIS

The CETA Groundskeeper project was initiated to attack one of the major causes of unsightly school campuses caused by the unkempt look of overgrowths of weeds, bushes and trees, especially on unused hilly land and along streams. This work requires hard physical labor. The work which the team did would not have been done because the work performed by the team was over and beyond what the individual school custodians could handle. The school custodians, however, can and must follow-up on the maintenance of these areas serviced by the team to prevent the same conditions from recurring.

There were fifteen positions allotted to and hired under this project. As of April 28, one employee has resigned to become a permanent custodial employee at a school and one employee has accepted work elsewhere. At the

ANNEX I

present time, the team has thirteen employees. If and when an extension of the program occurs, even if only to December 31, 1975, the two vacant positions will be filled; otherwise, with June 30 just around the corner, it would not be worth the effort to fill the positions.

The person in charge of the team is Mr. Paul Lee, the department's landscape architect. His normal duties cover the supervision of the power mower crew which mows the lawns for all of the public schools on Oahu (about 156 schools), the drafting of landscape plans, advising on landscaping, reviewing the landscape plans on CIP, and the operation of the department's nursery which provides nursery products like plants and trees, fertilizers, herbicides, and gardening equipment. No personnel was provided for assisting in the supervision of the fifteen CETA employees and for clerical help to process the constant reports and record keeping necessary. An extra heavy burden was placed on him by placing the CETA team under him. Supervision for fifteen people along with the paperwork, especially under a Federal program, imposes a large burden of additional work and responsibilities.

Added to the personnel problems, Mr. Lee is presently facing financial problems if the project continues beyond June 30. The CETA program only provides for the pay of the employees. It does not provide any related support funding. This lack of support funding is causing a drain on the regular auxiliary appropriation which is already suffering from the inflationary costs of fertilizers, herbicides, gasoline, etc. without proportionate increases in appropriations. For some of the products, the prices have more than doubled or tripled which results in the department being able to buy less than half what it used to purchase. The continuation of the CETA project, without appropriate support funding, until December 31 raises the problem of funding for transportation of the CETA workers to their assigned work stations around Oahu and appropriate safety equipment and proper tools for working. If the program is needed, permanent positions with appropriate support funding are needed to insure its continued success.

The funding for the project is for the period from January 1, 1975 to June 30, 1975. There is a probability, according to some sources, that funding may be extended to December 31, 1975. Until the word of the extension is received, it is presumed that the project will terminate on June 30.

Although the program has been highly successful to date, the momentum of the project will slacken because of its temporary nature. Even if assurance is received that the project will be extended to December 31, the turnover rate may begin to increase as more of them begin to find more permanent jobs elsewhere.

RECOMMENDATIONS

1. Establish permanent teams of roving gardeners with general fund and appropriate support funding, supervisory personnel and clerical help.

2. Survey the conditions and needs of the neighbor island public school campuses on beautification.

3. Provide a regular program of inservice workshops for school administrators responsible for the school grounds and the school custodians.

4. Expand the nursery and landscape services by relocating the present nursery to a larger site and employing a horticulturist.

5. Provide funding immediately for up-dating our ground maintenance equipment to increase their efficiency, for transporting the team to the work sites, and for providing safety equipment and proper gardening tools for the employees.

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

COPY

September 8, 1975

MEMO TO: District Superintendents

F R O M: Teichiro Hirata, Superintendent /s/ Teichiro Hirata

SUBJECT: IN-SERVICE WORKSHOPS FOR SCHOOL ADMINISTRATORS AND HEAD CUSTODIANS

The Master Plan for Improving the School and Library Environments includes a section on Campus Beautification. One of the high priority activities recommended in the plan is conducting inservice workshops for school administrators responsible for the maintenance of the school campuses and the head custodians. I would like to see these workshops conducted in all the districts during the early part of this school year because this would give the school administrators the tool with which to begin improving their campuses immediately.

The Auxiliary Services section of the Office of Business Services has already conducted several workshops last year (Pearl City Complex) and before school started in September for the Honolulu District.

The objectives of the workshop are: (1) to give those responsible an orientation to the services, personnel and agencies available to assist them; (2) to discuss areas of responsibilities, as they affect the schools, by the Auxiliary Services and Central Services (DAGS).

The personnel attending the workshops have praised them as being very informative and helpful. The workshops are conducted by Messrs. Paul Lee, the department's Landscape Architect, and Raymond Kobayashi, the department's School Custodial Services Superintendent. The workshops are about six hours and will include DAGS participation. Attendance should be mandatory if we are to have any impact.

Attached is a copy of the Agenda for the workshop held in the Honolulu District for your information.

Should you have any questions or if you desire to set up a workshop, please contact Mr. Lee (548-2367) or Mr. Kobayashi (548-2366).

TH:dr

Attach.

AUXILIARY SERVICES
PROPOSAL TO IMPROVE OUR PROGRAM AND SERVICES

Nature of Proposal

Establish four (4) custodial supervisor positions similar to School Lunch Supervisors to help provide supervision, training, and follow-up of Statewide Custodial Services Program.

Reasons for Attention at This Time

One of the key factors in a good Custodial Maintenance Program is the interest and supervision provided by the school principals. Some of the principals don't have the interest or training or are so overwhelmed by other problems that they do not pay enough attention to the program which results in inadequate directions to the custodial staff and inefficient use of the work force.

In addition, OBS has been assigned the monitoring function for this program relative to the budget function. Monitoring should also include the performance and monitoring of effective use of the funds allotted for the program.

The Target Group

Custodial staff, vice principals, and school principals, and district staff assigned program responsibility.

Other Programs Most Related to This Proposal

CETA program and other federally-funded work programs. Study and recommendations to be made by Campus Beautification Committee.

Possible Kind of Implementing Action and Associated Costs

Positions could be created by utilizing four (4) positions from the 32 positions allotted to the Superintendent to establish positions in needed areas because of the elimination of the base vacancy positions.

Salary cost of SR-21 or F-3-10 would be approximately $12,000 per year for each position or $48,000 for four (4) positions. Travel including mileage, per diem, air fare for neighbor island trip at $2,500 for each would amount to $10,000. A total of $58,000 will be needed to initiate this program.

This program can be implemented upon approval and allocation of funds.

1973-74 ACCIDENT REPORTS, FORM NO. 411

HONOLULU DISTRICT

K-6 Schools	Enr	Rep	%
1. Aina Haina	614	1	.2
2. Ala Wai	814	7	.9
3. Aliiolani	639	5	.8
4. Anuenue	274	1	.4
5. Fern	752	13	1.7
6. Hahaione	876	16	1.8
7. Hokulani	330	3	.9
8. Jefferson	740	21	2.8
9. Kaahumanu	877	12	1.4
10. Kaewai	543	73	13.4
11. Kahala	592	3	.5
12. Kaiulani	573	4	.7
13. Kalihi	627	9	1.4
14. Kalihi-kai	952	9	.9
15. Kalihi-uka	573	14	2.4
16. Kalihi-waena	677	10	1.5
17. Kamiloiki	745	6	.8
18. Kapalama	888	8	.9
19. Kauluwela	700	20	2.9
20. Koko Head	841	2	.2
21. Kuhio	572	6	1.0
22. Lanakila	699	4	.6
23. Liholiho	574	8	1.4
24. Likelike	587	9	1.5
25. Liliuokalani	441	6	1.4
26. Linapuni (K-2)	278	1	.4
27. Lincoln*	654	13	2.0
28. Lunalilo	857	10	1.2
29. Maemae*	915	18	2.0
30. Manoa*	957	13	1.4
31. Noelani*	378	12	3.2
32. Nuuanu*	316	13	4.1
33. Palolo	657	27	4.1
34. Pauoa*	699	18	2.6
35. Puuhale	593	11	1.9
36. Royal	440	2	.5
37. Waialae	596	2	.3
38. Waikiki	483	4	.8
39. Wailupe Valley	193	5	2.6
40. Wilson	525	---	---
TOTALS	25,041	419	1.7

7-9 Schools	Enr	Rep	%
1. Central	646	7	1.1
2. Dole	1,372	7	.5
3. Jarrett	786	21	2.7
4. Kaimuki	1,722	26	1.5
5. Kalakaua	1,491	2	.1
6. Kawananakoa*	1,145	13	1.1
7. Niu Valley	1,153	14	1.2
8. Stevenson*	1,343	26	1.9
9. Washington	1,317	6	.5
TOTALS	10,975	122	1.1

9/10-12 Schools	Enr	Rep	%
1. Farrington	2,839	7	.2
2. Kaimuki	2,047	8	.4
3. Kaiser	1,251	40	3.2
4. Kalani	1,923	2	.1
5. McKinley	2,472	1	.04
6. Roosevelt*	1,757	17	1.0
TOTALS	12,289	75	.6
55 SCHOOLS	**48,305**	**616**	**1.3**

(Special Schools Not Included)

CENTRAL DISTRICT

K-6 Schools	Enr	Rep	%
1. Aiea	609	5	.8
2. Aliamanu	1,127	6	.5
3. Hale Kula	1,015	2	.2
4. Haleiwa	675	10	1.5
5. Helemano	366	8	2.2
6. Hickam	805	35	4.3
7. Iliahi	474	2	.4
8. Kaala	659	4	.6
9. Kipapa	738	8	1.1
10. Kunia	116	2	1.7
11. Makalapa	420	22	5.2
12. Mililani-waena	844	5	.6
13. Moanalua	866	25	2.9
14. Mokulele	717	11	1.5
15. Nimitz	928	24	2.6
16. Pearl Harbor	877	10	1.1
17. " " Kai	756	19	2.5
18. Pearl Ridge	410	3	.7
19. Red Hill	391	4	1.0
20. Salt Lake	735	4	.5
21. Scott	947	9	1.0
22. Shafter	453	---	---
23. Solomon	759	5	.7
24. Wahiawa	871	3	.3
25. Waialua	494	3	.6
26. Webling	618	3	.5
27. Wheeler	682	13	1.9
TOTALS	18,352	245	1.3

7-8 Schools	Enr	Rep	%
1. Aiea	947	18	1.9
2. Aliamanu	1,565	45	2.9
3. Moanalua	888	29	3.3
4. Wahiawa	982	16	1.6

*** - Act 139 Schools**

1973-74 ACCIDENT REPORTS, FORM NO. 411

CENTRAL DISTRICT (cont.)

7-8 Schools	Enr	Rep	%
5. Wheeler	803	5	.6
TOTALS	5,185	113	2.2

7/9/10-11/12 Schools	Enr	Rep	%
1. Aiea	1,772	20	1.1
2. Leilehua	3,068	4	.1
3. Mililani	322	11	3.4
4. Moanalua	463	10	2.2

(continued)	Enr	Rep	%
5. Radford	2,719	50	1.8
6. Waialua	1,116	26	2.3
TOTALS	9,460	121	1.3
38 SCHOOLS	32,997	479	1.5

LEEWARD DISTRICT

K-6 Schools	Enr	Rep	%
1. A. Ahrens	2,015	1	.05
2. Barber's Point*	848	9	1.1
3. Ewa*	452	2	.4
4. Ewa Beach*	769	9	1.2
5. Honowai	858	28	3.3
6. Iroquois Point*	900	10	1.1
7. Kaimiloa	811	25	3.1
8. Lehua	774	8	1.0
9. Maili	1,078	1	.09
10. Makaha	737	1	.1
11. Makakilo*	838	2	.2
12. Manana	839	5	.6
13. Mauka Lani	202	1	.5
14. Momilani	467	2	.4
15. Nanaikapono	1,345	34	2.5
16. Palisades	1,400	13	.9
17. Pearl City	884	14	1.6
18. PC Highlands	865	5	.6
19. Pohakea*	955	26	2.7
20. Waianae	1,104	9	.8
21. Waimalu	657	---	---
22. Waipahu	966	11	1.1
TOTALS	19,764	216	1.1

7-8 Schools	Enr	Rep	%
1. Highlands	1,487	20	1.3
2. Ilima*	1,352	8	.6
3. Waianae	966	22	2.3
4. Waipahu	1,034	8	.8
TOTALS	4,839	58	1.2

7/9-12 Schools	Enr	Rep	%
1. Campbell*	2,004	54	2.7
2. Nanakuli(7-12)	1,244	1	.08
3. Pearl City	2,300	26	1.1
4. Waianae	1,490	22	1.5
5. Waipahu	2,012	4	.2
TOTALS	9,050	107	1.2
31 SCHOOLS	33,653	381	1.1

WINDWARD DISTRICT

K-6/9/12 Schools	Enr	Rep	%
1. Ahuimanu	226	1	.4
2. Aikahi*	780	16	2.1
3. Enchanted Lake*	753	15	2.0
4. Hauula	514	11	2.1
5. Heeia	900	4	.4
6. Kaaawa	153	1	.7
7. Kaelepulu	171	---	---
8. Kahaluu	492	8	1.6
9. Kahuku (K-12)	1,409	21	1.5
10. Kailua*	747	31	4.1
11. Kainalu*	968	---	---
12. Kaneohe	779	1	.1
13. Kapunahala	769	2	.3

K-6/9/12 (cont.)	Enr	Rep	%
14. Keolu*	774	11	1.4
15. Laie	517	2	.4
16. Lanikai*	286	7	2.4
17. Maunawili*	700	20	2.9
18. Mokapu*	919	16	1.7
19. B. Parker	1,002	15	1.5
20. Pope*	495	24	4.8
21. Puohala	784	30	3.8
22. Waiahole	254	---	---
23. Waimanalo*(K-9)	967	20	2.1
TOTALS	15,359	256	1.7

1973-74 ACCIDENT REPORTS, FORM NO. 411

WINDWARD DISTRICT (cont.)

7-8/9/10 Schools	Enr	Rep	%
1. Kailua*(7-9)	968	4	.4
2. Kalaheo*(7-10)	1,154	36	3.1
3. King (7-8)	1,921	53	2.8
TOTALS	4,043	93	2.3

9/10-12 Schools	Enr	Rep	%
1. Castle	2,632	27	1.0
2. Kailua*	2,701	42	1.6
TOTALS	5,333	69	1.3
28 SCHOOLS	24,735	418	1.7

HAWAII DISTRICT

K-6 Schools	Enr	Rep	%
1. DeSilva*	364	5	1.4
2. Haaheo*	160	---	---
3. Hilo Union*	600	26	4.3
4. Kapiolani*	716	1	.1
5. Kaumana*	200	2	1.0
6. Keakealani*	37	---	---
7. Keaukaha*	248	1	.4
8. Konawaena	540	---	---
9. Waiakea*	589	10	1.7
10. Waiakeawaena*	901	---	---
TOTALS	4,355	45	1.0

K-8/9 Schools			
1. Holualoa	245	3	1.2
2. Honaunau	238	9	3.8
3. Hookena	164	3	1.8
4. Kalanianaole*	877	20	2.3
5. Keaau*	356	6	1.7
6. Kealakehe	816	28	3.4
7. Mt. View*	225	14	6.2
8. Naalehu	313	20	6.4
9. Paauilo	225	2	.9
10. Waimea	543	68	12.5
TOTALS	4,002	173	4.3

K-12 Schools	Enr	Rep	%
1. Honokaa	1,100	5	.5
2. Ka'u-Pahala	634	13	2.1
3. Kohala	929	16	1.7
4. Laupahoehoe	453	16	3.5
5. Pahoa	658	79	12.0
TOTALS	3,774	129	3.4

7-9 Schools			
1. Hilo*	906	64	7.1
2. Waiakea*	790	12	1.5
TOTALS	1,696	76	4.5

7/10-12 Schools			
1. Hilo*	2,274	17	.7
2. Konawaena	1,220	---	---
TOTALS	3,494	17	.5
29 SCHOOLS	17,321	440	2.5

MAUI DISTRICT

K-5/6/8 Schools	Enr	Rep	%
1. Haiku	254	---	---
2. Kahului*	976	4	.4
3. Kam III	965	18	1.9
4. Kaunakakai	356	3	.8
5. Keanae	41	---	---
6. Kihei*	398	15	3.8
7. Kilohana	103	2	1.9
8. Kualapuu	265	2	.8
9. Kula	353	11	3.1
10. Lihikai*	821	38	4.6
11. Makawao	838	14	1.7
12. Maunaloa	112	8	7.1
13. Paia	228	---	---
14. Puunene*	170	6	3.5
15. Waihee*	200	88	44.0

(continued)	Enr	Rep	%
16. Wailuku	849	12	1.4
TOTALS	6,929	221	3.2

K-12 Schools			
1. Hana	248	19	7.7
2. Lanai	634	36	5.7
TOTALS	882	55	6.2

6-8 School			
1. Iao*	516	6	1.2

7/9-12 Schools			
1. Baldwin*	1,387	21	1.5
2. Lahainaluna	625	8	1.3

1973-74 ACCIDENT REPORTS, FORM NO. 411

MAUI DISTRICT (cont.)

7/9-12 Schools	Enr.	Rep	%
3. Maui	1,072	16	1.5
4. Molokai	688	7	1.0
TOTALS	3,772	52	1.4

	Enr	Rep	%
23 SCHOOLS	12,099	334	2.8

KAUAI DISTRICT

K-6 Schools	Enr	Rep	%
1. Hanalei	97	18	18.6
2. Kapaa	997	151	15.1
3. Kaumakani	148	6	4.1
4. Kilauea	89	9	10.1
5. Waimea	303	24	7.9
6. Wilcox*	851	14	1.6
TOTALS	2,485	222	8.9

K-8 Schools			
1. Eleele	445	19	4.3
2. Kalaheo*	385	9	2.3
3. Kekaha	427	10	2.3

K-8 Schools (cont.)	Enr	Rep	%
4. Koloa*	484	33	6.8
5. Niihau (1-8)	63	---	---
TOTALS	1,804	71	3.9

7-12 Schools			
1. Kapaa	1,154	53	4.6
2. Kauai*	1,316	11	.8
3. Waimea	935	30	3.2
TOTALS	3,405	94	2.8

14 SCHOOLS	7,694	387	5.0

AN ANALYSIS BY TYPES OF SCHOOLS

DISTRICT	NO.	ENROL	REP	%
K-6 SCHOOLS				
Honolulu	40	25,041	419	1.7
Central	27	18,352	245	1.3
Leeward	22	19,764	216	1.1
Windward	21	12,983	215	1.7
Hawaii	10	4,355	45	1.0
Maui	5	1,695	27	1.6
Kauai	6	2,485	222	8.9
Total	131	84,665	1,389	1.6

K-8/9 SCHOOLS				
Windward	1	967	20	2.1
Hawaii	10	4,002	173	4.3
Maui	11	5,244	194	3.7
Kauai	5	1,804	71	3.9
Total	27	12,017	458	3.8

K-12 SCHOOLS				
Windward	1	1,409	21	1.5
Hawaii	5	3,774	129	3.4
Maui	2	882	55	6.2
Total	8	6,065	205	3.4

DISTRICT	NO.	ENROL	REP	%
7-8/9 SCHOOLS				
Honolulu	9	10,975	122	1.1
Central	5	5,185	113	2.2
Leeward	4	4,839	58	1.2
Windward*	3	4,043	93	2.3
Hawaii	2	1,696	76	4.5
Maui**	1	516	6	1.2
	24	27,254	468	1.7

* includes Kalaheo, 7-10.
** Iao, 6-8.

7-12 SCHOOLS				
Central	1	1,116	26	2.3
Leeward	1	1,244	1	.08
Hawaii	1	1,220	---	---
Maui	1	688	7	1.0
Kauai	3	3,405	94	2.8
	7	7,673	128	1.7

1973-74 ACCIDENT REPORTS, FORM NO. 411

ANALYSIS BY TYPES OF SCHOOLS (cont.)

DISTRICT	NO.	ENROL	REP	%
9/10-12 SCHOOLS				
Honolulu	6	12,289	75	.6
Central	5	8,344	95	1.1
Leeward	4	7,806	106	1.4
Windward	2	5,333	69	1.3
Hawaii	1	2,274	17	.7
Maui	3	3,084	45	1.5
	21	39,130	407	1.0

SUMMARY

K-6	131	84,665	1,389	1.6
K-8/9	27	12,017	458	3.8
K-12	8	6,065	205	3.4
7-8/9	24	27,254	468	1.7
7-12	7	7,673	128	1.7
9/10-12	21	39,130	407	1.0
	218	176,804	3,055	1.7

BY DISTRICTS

Honolulu	55	48,305	616	1.3
Central	38	32,997	479	1.5
Leeward	31	33,653	381	1.1
Windward	28	24,735	418	1.7
Hawaii	29	17,321	440	2.5
Maui	23	12,099	334	2.8
Kauai	14	7,694	387	5.0
	218	176,804	3,055	1.7

9/19/74 SUMMARY OF RESPONSE FROM SCHOOLS - SUPERINTENDENT'S REQUEST FOR STUDENT SAFETY MANUALS/GUIDELINES, 3/18/74

DISTRICT/SCHOOLS	CODE/GENERAL RULES	PLAYGROUND RULES	GENERAL SAFETY	SAFETY BULLETINS	FIRE DRILLS/ EMERGENCIES	IND. ARTS, SHOPS, ETC.	CAFETERIA RULES	PHYSICAL EDUCATION	TRAFFIC/BUS/ DRIVER ED.
HONOLULU									
1. Anuenue		X							
2. Fern	X	X	X						X
3. Jarrett	X	X	X	X	X				X
4. Jefferson		X	X						
5. Kahala		X	X				X		
6. Kalakaua						X		X	
7. Lunalilo	X	X	X		X		X		X
8. Maemae			X						
9. Manoa	X	X	X				X		X
10. Stevenson					X				
11. Washington	nothing developed which would help state office								
CENTRAL									
1. Aiea High	X		X					X	
2. Aliamanu Int.						X		X	
3. Hickam	X			X			X		
4. Kaala		X	X		X		X		
5. Leilehua			X			X			
6. Mililani High			X					X	
7. Moanalua Elem.	X	X	X						
8. Nimitz	X (parents)			X					
9. Pearl Ridge		X	X						
LEEWARD									
1. August Ahrens			X				X		
2. Campbell High	request guidelines								
3. Iroquois Point		X							
4. Makakilo	X	X					X		
5. Manana			X		X				X
6. Pohakea	X	X	X					X	
WINDWARD									
1. Ahuimanu	X								X
2. Aikahi		X					X		X
3. Enchanted Lake	X	X							
4. Kaaawa	X	X							
5. Kapunahala	X	X							X
6. King						X			
7. Lanikai	X								X
8. Maunawili	X	X							
9. Parker	X						X		
10. Puohala	X								X
HAWAII									
1. Keaau	none available								
2. Kalanianaole	X	X	X	X	X	X			X
3. Kapiolani	X	X			X	X			X
4. Pahoa	X	X	X						X
MAUI									
1. Lihikai	X		X		X				X
KAUAI									
1. Waimea Hi & Int.	none developed								
42 SCHOOLS	22	21	19	4	8	6	9	5	14

ANNEX K

HEALTH

School health services. Funds for the expansion of the school health services project have been provided. This program, which delivers health services to students through a health aide at each school supported by a school nurse who supervises several health aides, was found by the legislative auditor, in his program audit of the school health services pilot project, to be a cost-effective approach in providing emergency health assistance services. The decision to expand the program is supported by the evaluation findings of the legislative auditor who has reported that there is a definite need for readily accessible health assistance services in the schools.

The expansion of the program is to proceed under a systematic four-year installation schedule. In the first two years, the program will be extended to all of the elementary public schools in Hawaii. The department of health is requested to submit an implementation plan, and a supplemental funding request, for the second year expansion of the program for the remaining elementary public schools and also an implementation plan to expand the program to all other public schools in the third and fourth years.

The health aide and health aide substitute staffing positions are to be contract positions until such time as the program is fully implemented. At that time, a decision can be made as to whether the positions should continue to be contract postions or whether they should be civil service positions.

In the implementation of the statewide expansion of the program as well as in the continuance of the program in those schools covered by the pilot project, your Committee expects the department of health and the department of education, within their respective responsibilities, to take corrective action to remove those dificiencies in the program identified in the evaluation report. These include records showing that many students are not in compliance with immunization and tuberculin testing requirements, unclear accident reporting criteria and procedures, poor maintenance of health records at higher grade levels, doubtful value of height and weight screening as currently conducted, and other operational problems. Your Committee expects the Governor's Advisory Committee for the School Health Services Pilot Project to monitor corrective action by the departments and to submit its assessment of progress made by the agencies to the 1976 Regular Session.

It is legislative intent that the health aides provided for by the appropriation shall be utilized only for health-related duties, except in those situations where the size of the school is such that the health care activities would not occupy the full time of the health aide. However, in no instance should other duties take precedence. In a related aspect of health services, it is also legislative intent that the free immunization program of the department of health be administered without any means of qualification.

STATE OF HAWAII
DEPARMENT OF EDUCATION

Instructions for Completing Accident Report Form 411

All accidents and injuries not involving Workmen's Compensation (Form WC-1 and WC-5) are to be reported in this Form. The local school, district and state offices of the Department of Education and offices of other departments of the State will use the information received in order to:

1. Get a clearer picture of injuries and accidents in our public schools.
2. Analyze causes and suggested preventive measures from the field.
3. Help in reducing and preventing accidents and injuries to our children.
4. Aid the Department and its personnel in all damage and liability cases.

The entire process begins with a careful reporting and completion of the Form by the school staff assigned or responsible for the location or activity where the accident occurred. With collective negotiations and increase of para-professionals, a more diverse source of reporting is expected from each school. A special plea is made for athletic coaches and student managers to report all accidents which result in disabling injuries immediately or later. When in doubt, it is usually better to report than not.

Some explanation of few of the 25 items of the Form may be in order.

#1-13 - Most items are self-explanatory. #9, blank can be used for teachers, visitors, etc.
#14 - Not all schools have the same facilities. Check one location or use blank space.
#15 - First column, including blank at the bottom, refers to the "organized" activity. Second column, including blank at bottom, refers to the kind of activity which was taking place. Please check both columns.
#16 - Not all schools have the same schedule during the day so that the time of the accident (clockwise) has less importance.
#17 - Since we are not physicians, we may find this section difficult to fill. Without practicing medicine, do the best you can.
#18 - Again, we mibht run into some difficulty. Do the best you can.
#19 - This part is important. Secure name and address of two witnesses, if at all possible.
#20 - This section is doubly important in all liability cases. Please complete all blanks, especially "by" which refers to who took the action described in this section.
#21 - Short, accurate and concise phrases are adequate. Be sure to answer "why" in your narrative.
#22 - Again, short, accurate and concise phrases are more than adequate.
#23 - This section (and the Form) is to be completed only after injured returns to school in cases where school days are lost due to injury.

Distribution. White: retained by school; Canary: District Office; Pink: Off. of the Attorney General; Golden Rod: DOE, OIS, Student Safety Program, Hon. (Because we are in the process of computerizing most of the information sought in this report form, your care and accuracy in reporting will be greatly appreciated.)

Form No. 411
Rev. 9/71, TAC 71-3518

STATE OF HAWAII
DEPARTMENT OF EDUCATION

ACCIDENT REPORT FORM

1. NAME ____________________
(Last) (First) (Initials)
2. ADDRESS ____________________
3. GRADE ____ 4. AGE ____ 5. MALE ____ 6. FEMALE ____
7. STUDENT ____ 8. PARENT ____ 9. ____________

10. SCHOOL ____________________
11. DISTRICT ____________________
12. COMPLEX ____________________
13. DATE OF ACCIDENT ____________________
(Month) (Day) (Year)

14. LOCATION OF ACCIDENT

ATHLETIC FIELD ____
AUDITORIUM ____
BATHROOM ____
CAFETERIA ____
CLASSROOM ____
GYMNASIUM ____
HALLWAY ____
HOME ECON ROOM ____
LABORATORY ____
LOCKER AREA ____
PARKING LOT ____
PLAYGROUND ____
SCHOOL GROUND ____
SWIMMING POOL ____
SHOP ____
SHOWER ____
STAIRS ____
TO/FROM SCHOOL ____
WASHROOM ____
____

15. ACTIVITY INVOLVED

ATHLETICS-INTRA ____
ATHLETICS-INTER ____
ATHLETICS-P. E. ____
ATHLETICS-REC. ____
CLASS EXPERIMENT ____
CLASS PROJECT ____
HORSEPLAY ____
____
baseball ____
basketball ____
dodgeball ____
football ____
soccer ____
track & field ____
volleyball ____
____

16. PERIOD OF THE DAY

BEFORE SCHOOL ____
MORNING HOURS ____
MORNING RECESS ____
LUNCH/FREE TIME ____
AFTERNOON HOURS ____
AFTER SCHOOL ____

17. APPARENT NATURE OF INJURY

ABRASION ____
AMPUTATION ____
ASPHYXIATION ____
BITE ____
BRUISE ____
BUMP ____
BURN ____
CONCUSSION ____
CUT-LACERATION ____
DISLOCATION ____
FRACTURE ____
POISONING ____
PUNCTURE ____
SCALDING ____
SCRATCHES ____
SHOCK (electric) ____
SPLINTER ____
SPRAIN ____
STING ____
____

18. PART OF BODY INJURED

ABDOMEN ____
ANKLE ____
ARM ____
BACK ____
BUTTOCKS ____
CHEST ____
COLLAR-BONE ____
EAR ____
ELBOW ____
EYE ____
FACE ____
FINGER ____
FOOT ____
HAND ____
HEAD ____
KNEE ____
LEG ____
MOUTH ____
NECK ____
NOSE ____
RIBS ____
SCALP ____
STOMACH ____
THROAT ____
TEETH ____
WRIST ____
____

19. REFERRALS & WITNESSES

STAFF RELATED TO ACCIDENT:
Present ____ Absent ____ Did not see ____ No one ____
WITNESSES:
1. Name ____________________
Address ____________________
2. Name ____________________
Address ____________________

20. IMMEDIATE ACTION TAKEN

FIRST AID ____ BY ____________________
SENT TO:
School Nurse ____ By ____________________
Home ____ By ____________________
Physician ____ Dr. ____________________
By ____________________
Hospital ____ Name ____________________
By ____________________
NOTIFIED:
Parent ____ Guardian ____ *Friend ____
By ____________________
How ____________________
When ____________________
*Name ____________________
INSURANCE: Yes ____ No ____ Don't Know ____
Plan/Firm ____________________

21. NARRATIVE (How? What happened? Why? Unsafe conditions, action, tool, machine, equipment, etc. involved?) ____________________

22. SUGGESTED PREVENTIVE MEASURES (Your recommendations for preventing future accidents of this type) ____________________

23. DEGREE OF INJURY (Fill in after return)

NON-DISABLING ____
PERMANENT ____
TEMPORARY DISABILITY ____
DEATH ____
NUMBER OF SCHOOL DAYS LOST ____________

24. REPORTED BY (Signature, please)

____
DATE ____________________

25. PRINCIPAL (Signature, please)

____
DATE ____________________

WHITE - Retain; CANARY - District; PINK - Attorney General; GOLDENROD - Student Safety, OIS

INSTRUCTIONS FOR FORM NO. 411-A, ACCIDENT REPORT-MONTHLY STATISTICAL SUMMARY

This Form is intended to aid managers at school, district and state levels of the DOE in achieving the following objectives:

1. Save time and energy presently expended in multiple monthly mailing of individually completed Form No. 411, Accident Report, or in the unnecessary recording of some really minor accidents/injuries.

2. By the use of such saved time and energy, produce a meaningful monthly statistical summary reporting to managers at all levels the who, what, where and possibly why of the accidents/injuries in our schools.

3. Provide other departments and branches of our state government, and the public with a definitive picture of safety aspects of school facilities and practices. If need be, such statistics could be used to improve our school facilities and practices.

Most items are self-explanatory because almost all of them are in direct sequential order with items of the individual report, No. 411. Some pointers needed are:

A. Count the individually completed No. 411 forms accumulated during the month. Enter total on the blank line.

B. From here through M, tally each No. 411, one by one. Use blank line after each item, i.e. "𝍸 /". After all 411s are tallied, the total is to be entered in the block ending the line, i.e. "𝍸 / 6 ".

F. Three new items are printed in 411-A, but not in 411. "Excr" (excursion) and "Picn" (picnic) in the first column, and "hike" in the second column were written in on 411s often enough in 1971-72 to be identified separately here.

H. Use "Cncs" (concussion) in 411s seems to be too frequent. Please use this term only if an M.D. has so diagnosed a head injury.

J. "Abst" (absent) refers to cases when school staff was assigned to activity/location of accident, but due to valid reason(s) was temporarily absent. "No One" refers to cases when no school staff was assigned.

K. Total only the accidents, not the number of witnesses, which were witnessed or not by someone other than school staff members.

L. Second column on right refers to three sequential notification actions and three sequential insurance coverage questions.

M. "NDis" (non-disabling) refers to cases when the injured was not prevented from participating in normal school day, except for the time required for attention. "TDis" (temporary disability) refers to cases requiring resting in the health room. PLEASE DO NOT FAIL TO TALLY NUMBER OF SCHOOL DAYS LOST THROUGH INJURY. Use your own judgment in figuring ½ day, but try not to break day into less than ½. The number of pupils who lost these days is tallied on the last line.

N. & O. After completing these items, clip individual 411s for the month to 411-A and mail to appropriate offices. The Attorney General does not need a 411-A.

Form No. 411-A
9/72 TAC__________

STATE OF HAWAII

DEPARTMENT OF EDUCATION
(draft - 8/10/72)

ACCIDENT REPORT - MONTHLY STATISTICAL SUMMARY

9 10 11 12 1 2 3 4 5 6 7 8 ______ 19____
(please circle number of month) (year)

SCHOOL__________

DISCTRICT__________

COMPLEX__________

A. TOTAL ACCIDENTS FOR THE MONTH__________

B. GRADES OF THE INJURED

K______	☐	7______	☐
1______	☐	8______	☐
2______	☐	9______	☐
3______	☐	10______	☐
4______	☐	11______	☐
5______	☐	12______	☐
6______	☐	______	☐

C. AGES OF THE INJURED

4______	☐	12______	☐
5______	☐	13______	☐
6______	☐	14______	☐
7______	☐	15______	☐
8______	☐	16______	☐
9______	☐	17______	☐
10______	☐	18______	☐
11______	☐	19______	☐
______	☐	______	☐

D. SEX OF THE INJURED

M______	☐	F______	☐

E. LOCATION OF ACCIDENTS

A Fd______	☐	P Lt______	☐
Adrm______	☐	Plgr______	☐
Btrm______	☐	Scgr______	☐
Caf______	☐	Swpl______	☐
Clrm______	☐	Shop______	☐
Gym______	☐	Shwr______	☐
Hall______	☐	Strs______	☐
HERm______	☐	T/F______	☐
Lab______	☐	Wsrm______	☐
Lckr______	☐	______	☐

F. ACTIVITY WHEN INJURED

A-tra______	☐	bsel______	☐
A-ter______	☐	bskl______	☐
A-PE______	☐	dgbl______	☐
A-Rec______	☐	ftbl______	☐
ClEx______	☐	hike______	☐
ClPr______	☐	sccr______	☐
Excr______	☐	tr/f______	☐
Hrsp______	☐	vlbl______	☐
Picn______	☐	______	☐
______	☐	______	☐

G. PERIOD OF THE DAY WHEN INJURED

Pre-Sc______	☐	Lu/Fr______	☐
AM Hrs______	☐	PM Hrs______	☐
AM Rec______	☐	Pst-Sc______	☐

H. APPARENT NATURE OF INJURY

Abrs______	☐	Frct______	☐
Ampt______	☐	Posn______	☐
Aspx______	☐	Pnct______	☐
Bite______	☐	Scld______	☐
Brse______	☐	Scrt______	☐
Bump______	☐	Shck______	☐
Burn______	☐	Splt______	☐
Cncs______	☐	Sprn______	☐
CtLc______	☐	Stng______	☐
Daln______	☐	______	☐

I. PART OF BODY INJURED

Abdm______	☐	Head______	☐
Ankl______	☐	Knee______	☐
Arm______	☐	Leg______	☐
Back______	☐	Moth______	☐
Btks______	☐	Neck______	☐
Chst______	☐	Nose______	☐
Clbn______	☐	Ribs______	☐
Ear______	☐	Sclp______	☐
Elbw______	☐	Stmh______	☐
Eye______	☐	Thrt______	☐
Face______	☐	Teth______	☐
Fger______	☐	Wrst______	☐
Foot______	☐	______	☐
Hand______	☐	______	☐

J. STAFF INVOLVEMENT IN ACCIDENTS

Prst______	☐	No See______	☐
Abst______	☐	No One______	☐

K. OTHER WITNESSES (accidents witnessed)

Yes______	☐	No______	☐

L. IMMEDIATE ACTION TAKEN

FAid______	☐	Prnt______	☐
Hlrm______	☐	Grdn______	☐
Home______	☐	Frnd______	☐
MD______	☐	Insr______	☐
Hspl______	☐	None______	☐
______	☐	???______	☐

M. DEGREE OF INJURY

NDis______	☐	Perm______	☐
TDis______	☐	Death______	☐

# Sch Days Lost__________ ☐

# Stu Involved__________ ☐

N. SUMMARY COMPILED BY (signature, please)

____

Position__________

Date__________

O. PRINCIPAL (signature, please)

____

Date__________

CANARY - Retain; PINK - District Office; WHITE - Student Safety, OIS

A STUDY OF ACCIDENT/INJURY REPORTS OF 1972-73

I. INTRODUCTION

Since 1969, Accident Report Form No. 411 has been routed to the Office of Instructional Services, Special Programs Branch, Student Affairs Section, Student Safety Program. (Previously, these state office copies were being sent to the Office of Business Services.)

In the proposed program re-structuring of the state offices of the Department of Education, Student Safety has been definitely identified as accident prevention and injury control. It is part of the Superintendent's Comprehensive School Health and Safety Program involving all the safety programs of the various offices.

This study has been made by the Student Safety Program Specialist. A random selection of schools from all the seven districts was made. The selection was controlled to the extent that several types of class configuration schools were selected and as many Act 130 schools as possible were included.

They types of schools were: K-6; K-8/9; K-12; 7-8/9; 7-12; and 9/10-12. Statewide enrollment of regular students in these schools was tallied. Enrollment by each grade and its percentage of the total enrollment of these schools were also computed.

Enough Schools were selected so that their reports of accidents/injuries would give us some kind of baseline data. Table 1 gives us the scope of the statistics studied.

Table 1: Scope of Statistics Studied

TYPES OF SCHOOLS	ENROLLMENT: STATEWIDE		ENROLLMENT: SELECTED SCHOOLS		ACCIDENTS REPORTED	
A. K-6	86,141	48.7%	28,574	41.3%	556	36.2%
B. K-8/9	12,600	7.1%	4,669	6.7%	180	11.7%
C. K-12	5,855	3.3%	3,142	4.5%	140	9.1%
D. 7-8/9	26,543	15.0%	15,666	22.6%	339	22.1%
E. 7-12	7,433	4.2%	3,523	5.1%	78	5.1%
F. 9/10-12	38,189	21.6%	13,612	19.7%	244	15.9%
TOTAL	176,761	100.0%	69,186	100.0%	1,537	100.0%

II. PURPOSE OF STUDY

From the statistics available, answers to the following questions were sought:

1. According to grade, age and sex, who gets injured?
2. What are the injuries?
3. What parts of the body are injured?
4. What were the students doing when the accidents happened?
5. What time of the school day do accidents happen? What months?

6. How often are staff members and/or witnesses present?
7. What actions were taken immediately?
8. How about insurance coverage?
9. How serious were these accidents?
10. What were the hazards?

The answers to these questions would give us some baseline data on:

1. How to measure the effectiveness of any program to prevent accidents and control injuries.
2. Evaluate safety programs of a given school by comparing its data with that of the statewide study.
3. Assess the strengths and weaknesses of present programs so that effective improvements can be made.

III. LIMITATIONS

Form No. 411, Accident Report, is not uniformly used by our 237 schools. Only school jurisdictional accidents* are reported while the non-school jurisdictional accidents** are seldom, if ever, reported. Recordable and reportable accidents*** are reported, but there is no data available on property damage of the recordable one. The greatest limitation of the year's data is that all accidents reportable and recordable are not reported by each school.

A school with a health aide under Act 130 reported 3 accidents (4 separate reports) while a comparable school without an aide reported 91. With that kind of accuracy, it is impossible to project:

1. How many recordable accidents per thousand students.
2. How many reportable accidents per thousand students.
3. How much property damage.
4. How many school days lost per recordable accidents and per thousand students.

The statistics were processed manually so that it was impossible to refine the study to answer questions like what grade students get into what kinds of accidents resulting in these injuries to these parts of the body, etc. Only by separating the schools into K-6, K-8/9, K-12, 7-8/9, 7-12, and 9/10-12, and analyzing their reports were we able to get some approximate answers to these sophisticated questions.

IV. WHO GETS INTO ACCIDENTS?

The grades, ages and sex of the injured in the various kinds of schools were tabulted.

K-6 Schools

556 reports were studied. Grades 6, K and 5 had the most accidents respectively in comparison to their percentage of total enrollment in

---

* - any accident resulting in injury and/or property damage occurring on

school grounds or building, to/from school, or at school sponsored activity, is termed "school jurisdictional", by National Safety Council.

** - accidents happening elsewhere is termed "non-school jurisdictional".

*** - "recordable" accidents result in injuries curtailing student's activity 1/2 day or more of school or non-school time, and/or property damage. "reportable" accidents do not cause lost time injury or property damage.

in these schools. Boys got into twice as many accidents as girls according to the records.

Table 2: Grades of Injured, K-6

GRADES	ENROLLMENT		ACCIDENTS		DIFFERENCE
Kindergarten	12,329	12.6%	91	16.4%	+3.8%
First	13,043	13.4%	57	10.3%	-3.1%
Second	13,784	14.1%	66	11.9%	-2.2%
Third	14,346	14.7%	58	10.4%	-4.3%
Fourth	14,859	15.2%	76	13.7%	-1.5%
Fifth	14,738	15.1%	98	17.6%	+2.5%
Sixth	14,416	14.8%	110	19.8%	+5.0%
TOTALS	97,515	100.0%	556	100.0%	

Table 3: Sex of Injured, K-6

Male	369	66.4%
Female	187	33.6%
TOTALS	556	100.0%

An analysis of the ages of the injured confirms the grade study. Because we do not have enrollment statistics by ages, we were not able to make a comparative study by ages, except to generally confirm the grade statistics.

K-8/9 Schools

180 reports from K-8 or K-9 schools were studied. These schools, found usually on the neighbor islands, enroll 12,600 students, excluding the special students. The limited study shows that grades 8, 6, 7, 2 and 1 have more accidents than the others. Again, boys' accident rate almost doubles that of the girls.

Table 3: Grades of Injured, K-8/9

GRADES	ENROLLMENT		ACCIDENTS		DIFFERENCE
Kindergarten	1,176	9.3%	14	7.8%	-1.5%
First	1,293	10.3%	20	11.1%	+ .8%
Second	1,283	10.2%	20	11.1%	+ .9%
Third	1,375	10.9%	16	8.9%	-2.0%
Fourth	1,309	10.4%	10	5.6%	-4.8%
Fifth	1,392	11.0%	14	7.8%	-3.2%
Sixth	1,433	11.4%	24	13.3%	+1.9%
Seventh	1,515	12.0%	24	13.3%	+1.3%
Eighth	1,414	11.2%	25	13.9%	+2.7%
Ninth	410	3.3%	5	2.8%	- .5%
Not recorded			8	4.4%	
TOTALS	12,600	100.0%	180	100.0%	
Boys			118	65.6%	
Girls			62	34.4%	

A study of the ages of the injured shows 11, 12 and 6 year olds leading the others respectively, and confirming the grade study.

The middle grades in K-6 and K-8/9 schools seem to have less accidents than the other grades; grades 1 through 4 in K-6 and K, 3 through 5 in K-8/9.

K-12 Schools

140 reports from schools enrolling 3,142 students of the total 5,855 enrollment of these schools--140 reports were tallied and analyzed.

Table 4: Grades of Injured, K-12

GRADE	ENROLLMENT		ACCIDENTS		DIFFERENCE
Kindergarten	356	6.1%	17	12.1%	+6.0%
First	320	5.5%	8	5.7%	+ .2%
Second	358	6.1%	15	10.7%	+4.6%
Third	376	6.4%	6	4.3%	-2.1%
Fourth	383	6.5%	10	7.1%	+ .6%
Fifth	410	7.0%	15	10.7%	+3.7%
Sixth	356	6.1%	12	8.6%	+2.5%
Seventh	450	7.7%	10	7.1%	- .6%
Eighth	533	9.1%	10	7.1%	-2.0%
Ninth	541	9.2%	8	5.7%	-3.5%
Tenth	619	10.6%	13	9.3%	-1.3%
Eleventh	575	9.8%	8	5.7%	-4.1%
Twelfth	578	9.9%	8	5.7%	-4.2%
TOTALS	5,855	100.0%	140	100.0%	
Male			88	62.9%	
Female			52	37.1%	

K-12 schools show a different pattern than the K-6 and K-8/9 schools. With the exception of grade 3, K through 6 graders have higher accident rates than the upper grades of these schools. Kindergarten seems to be exceptionally high with second, fifth and sixth grades following in order. Grades 12 and 11 have the lowest rates.

The male over female ratio is considerably lower than the 2-to-1 of the K-6 and K-8/9 schools, now measuring 1.7-to-1.

7-8/9 Schools

332 accident reports from schools enrolling 15,666 of the statewide 26,543 enrollment for these schools were studied.

Table 5: Grades of Injured, 7-8/9

GRADES	ENROLLMENT	ACCIDENTS	DIFFERENCE
Seventh	10,827 40.8%	155 46.7%	+5.9%
Eighth	10,704 40.3%	111 33.4%	-6.9%
Ninth	5,012 18.9%	66 19.9%	+1.0%
TOTALS	26,543 100.0%	332 100.0%	
Male		220 66.3%	
Female		112 33.7%	

The rate of accidents for seventh graders is decidedly higher than the other two grades with the eighth being low. We now bounce back to a 2-to-1 ratio in boys over girls being injured.

7-12 Schools

Statewide enrollment for these schools was 7,433. 78 accident reports from schools enrolling 3,523 of these students were studied.

Table 6: Grades of Injured, 7-12

GRADES	ENROLLMENT	ACCIDENTS	DIFFERENCE
Seventh	1,029 13.8%	20 25.6%	+11.8%
Eighth	1,080 14.5%	18 23.1%	+ 8.6%
Ninth	1,338 18.0%	15 19.2%	+ 1.2%
Tenth	1,404 18.9%	9 11.5%	- 7.4%
Eleventh	1,361 18.3%	7 9.0%	- 9.3%
Twelfth	1,221 16.4%	8 10.3%	- 6.1%
Not reported		1 1.3%	
TOTALS	7,433 100.0%	78 100.0%	
Male		45 57.7%	
Female		33 42.3%	

Maybe there was inadequate data to give us some baseline figures for these schools. Seventh, eighth and ninth graders have high accident ratios, with the seventh graders showing 85.5% more accidents than their enrollment percentage, (11.8% to 13.8%). Even the eighth graders have more than 50% ratio to their enrollment (8.6% to 14.5%).

Males have less than twice the accidents of females. Only in the K-12 schools did we find this ratio falling below 2-to-1, being 1.7-to-1. For 7-12 schools the ratio is 1.4-to-1.

9/10-12 Schools

This type of schools enrolled 38, 189 students statewide. 244 accident reports from schools enrolling 13,612 of these students were studied.

Table 7: Grades of Injured, 9/10-12

GRADES	ENROLLMENT	ACCIDENTS	DIFFERENCE
Ninth	6,096 15.9%	75 30.7%	+14.8%
Tenth	11,423 29.9%	88 36.1%	+ 6.2%
Eleventh	10,837 28.4%	45 18.4%	-10.0%
Twelfth	9,837 25.8%	21 8.6%	-17.2%
Not reported		15 6.1%	
TOTALS	38,193 100.0%	244 100.0%	
Male		154 63.1%	
Female		90 36.9%	

The study shows that like the 7-12 schools, the 9/10-12 type data shows that the lower grades report more accidents than their enrollment percentage. The ninth graders 15.9% enrollment showed a 30.7% accident figure, +14.8%, almost double their enrollment persentage.

The tenth graders were not as accident prone with +6.2%, while the juniors and seniors had considerably lower accident rates than their enrollment.

The male over female ratio was identical with K-12 schools, 1.7-to-1.

Conclusions

Are there any definite trends visible in all types of school? Should schools be studied differently than grade configurations? For instance, large, medium, small. Or urban, suburban, rural. At any rate, being an initial study of our statewide reports, the grade configuration basis seems to be a good start.

Except for K-6 and K-8/9 schools, the younger grades in K-12, 7-8/9, 7-12, and 9/10-12 schools seem to get into more accidents than their enrollment percentage. In the first two types, the beginning and ending grades have higher rates while the middle grades have less accidents.

Although we do not know the exact enrollment percentage of males and females, the boys get into almost twice as many accidents than the girls. In schools where grades 10, 11 and 12 are included, the ratio of boys over girls dips slightly; from an almost 2-to-1 of K-6 and 7-8/9 to 1.4-to-1 of 7-12. We assumed that the boys and girls enrollment ratio was 1-to-1, or very close to it.

The ages of the injured were tallied, but since we do not have any enrollment percentage by ages, no comparison was made. The age tally gnerally confirmed the grade tally.

V. WHERE DID THE ACCIDENTS HAPPEN?

From athletic field to washroom, the school campus was identified so that accidents could be pin-pointed in report form No. 411. Again, the schools were divided into the same categories of K-6 to 9/10-12 grade schools.

Table 8: Location of Accidents

	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Playground Area (#&%)	261 1) 46.9%	81 1) 45.0%	27 2) 19.3%	15 5) 4.4%	4 6) 5.1%	2 .8%
Classroom	86 2) 15.5%	24 2) 13.3%	18 4) 12.9%	68 2) 20.1%	6 4) 7.7%	38 2) 15.6%
Athletic Field	85 3) 15.3%	20 3) 11.1%	32 1) 22.9%	45 3) 13.3%	9 3) 11.5%	26 3) 10.7%
Cafeteria	22 4) 4.0%	8 4) 4.4%	15 5) 10.7%	89 1) 26.3%	25 1) 32.1%	81 1) 33.2%
Hallway (indoor)	21 5) 3.8%	5 6) 2.8%	2 1.4%	15 5) 4.4%		3 8) 1.2%
Stairs	18 6) 3.2%	6 5) 3.3%	1 .7%	12 8) 3.5%		11 6) 4.5%
Walkway (outdoor)	11 7) 2.0%	4 7) 2.2%		11 9) 3.2%	1 1.3%	12 5) 4.9%
Bathroom	11 7) 2.0%	2 8) 1.1%	5 6) 3.6%	1		1 .4%
Lanai	9 9) 1.6%	2 8) 1.1%	5 6) 3.6%	1	2 8) 2.6%	4 8) 1.6%
Basketball Court Gym	9 9) 1.6%					
Public Park/Beach		5 6) 2.8%	22 3) 15.7%	32 4) 9.4%	15 2) 19.2%	23 4) 9.4%
Shop		4 7) 2.2%			2 2.6%	
Locker Area				14 7) 4.1%	6 4) 7.7%	10 7) 4.1%
Swimming Pool				6 1.8%	3 7) 3.8%	2 .8%
Other Areas/ Nort reported						2 .8%
Total Reports	23 4.1%	19 10.5%	13 9.3%	30 8.8%	5 6.4%	29 11.9%
	556	180	140	339	78	244

Distinct patterns can be seen in pin-pointing locations of accidents on the school campus.

- K-6 and K-8/9 schools show identical patterns with playground, classroom and school grounds scoring first, second and third respectively.

- K-12 divides the pattern between the elementary from secondary type schools, with ratings of various locations changing and basketball court/gym rating number three.

- Areas where physical-athletic activities, organized or not, take place changes in the secondary type schools in a consistent way with athletic field scoring first in all these schools. Playground areas score very low.

- Classrooms score high consistently, being second for four types of school (K-6, K-8/9, 7-8/9, 9/10-12) and fourth in two other kinds of school (K-12, 7-12).

- Shop and swimming pool involve only the secondary schools. Together with the locker room area, these locations are additional "hazard" areas, unless safety practices and procedures are observed.

These distinct patterns will become more obvious when we analyze carefully what activities, athletics and injuries were involved when the accidents /injuries occurred.

VI. WHAT WERE STUDENTS DOING WHEN THE ACCIDENTS HAPPENED?

Form No. 411 asks what activity and sport were involved when the accident happened. In the study, activity and sport will be treated separately.

Reports filed, especially the narrative portion, identified many more activity and sport than listed in the form.

A study of the activities involved, Table 9, generally confirms the findings of Table 8: Location of Accidents. These factors emerge.

- Although horseplay is prominent in all kinds of school, being first in K-6, sports/athletics/physical education, collectively and/or separately, becomes #1 in all the schools by a large margin.

- Classroom experiments and projects remain consistently high, from a 9.0% (K-6) to 20.9% (9/10-12).

- Running causes more accidents in the lower grades (K-6, K-8/9, K-12).

- Between 4 to 6 accidents-injuries per 100 result from individual fights. The lower grade schools and the high schools seem to have more injuries due to fighting.

- Reports of accidents-injuries from interscholastic and intramural athletics are not made regularly and does not seem to reflect the actual situation, although most schools claim that they do not have the manpower to report accurately other kinds of accidents-injuries, also.

Table 9: Activity Involved in Accident

ACTIVITY	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Horseplay (# & %)	80 1) 29.9%	15 2) 18.3%	22 3) 17.7%	58 2) 23.5%	4 3) 7.5%	20 3) 11.3%
Athletics: physical ed	56 2) 20.9%	25 1) 30.5%	33 1) 26.6%	100 1) 40.5%	34 1) 64.2%	60 1) 33.9%
Athletics: recreational	33 3) 12.3%	7 5) 8.5%	2 8) 1.6%	7 6) 2.8%		
Classroom experi/project	24 4) 9.0%	12 3) 14.7%	15 4) 12.1%	45 3) 18.2%		37 2) 20.9%
Play during free time	19 5) 7.1%	2 8) 2.4%	25 2) 20.2%			
Fighting: individual	16 6) 6.0%	5 6) 6.1%	6 6) 4.8%	4 8) 1.6%	2 3.8%	10 5) 5.6%
Running	12 7) 4. %	9 4) 11.0%	11 5) 8.9%			4 9) 2.3%
Walking	10 8) 3.7%	3 7) 3.7%	2 8) 1.6%	5 7) 2.0%	1 1.9%	9 6) 5.1%
Student Service	8 9) 3.0%			3 1.2%	2 3.8%	3 1.7%
Excursions/ Field Trips	5 10) 1.9%	2 8) 2.4%	1 .8%	1 .4%		1 .6%
Other	5 10) 1.9%	2 8) 2.4%	1 .8%	9 5) 3.6%		1 .6%
Athletics: inter			2 8) 1.6%	1 .4%	9 2) 17.0%	15 4) 8.5%
Fighting: gang			4 7) 3.2%			
Athletics: intra				14 4) 5.7%	1 1.9%	7 7) 4.0%
ROTC: rifle drill						5 8) 2.8%
Athletics: transport'ion						3 1.7%
Athletics: pull rope						2 1.1%
TOTALS	268	82	124	247	53	177

- Gang fight reports are meager, a total of 4 reported in the K-12 schools. It may be that most of these fights occur off the campus and after school hours so that reports are not made.

- Free-time play activities are reported only in the K-6, K-8/9, and K-12 schools' reports. Are we to conclude that secondary grade schools so not have injuries-accidents resulting from play activities?

VII. WHAT SPORTS/ATHLETIC GAMES WERE INVOLVED?

The reports which indicated clearly these factors were tallied. Table 10: Sport Activity of Accident, attempts to analyze further the findings of Table 9: Activity Involved in Accident, which indicated that sports/athletics/physical education collectively or separately organized or unorganized, was the most involved in accident-injury reports.

Table 10: Sport Activity of Accidents

SPORT	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Kickball (# & %)	17 1) 17.3%	2 3.6%	3 4) 7.9%			
Dodgeball	15 2) 15.3%			3 2.6%	1 2.3%	1 1.1%
Tetherball	15 2) 15.3%	1 1.8%	3 4) 7.9%			
Football: touch	12 4) 12.2%	10 2) 18.2%	1 2.6%	16 2) 13.8%	3 4) 7.0%	9 3) 10.3%
Basketball	10 5) 10.2%	12 1) 21.8%	8 1) 21.1%	19 1) 16.4%	10 1) 23.3%	11 2) 12.6%
Softball	7 6) 7.1%	4 5) 7.3%	4 3) 10.5%	3 2.6%	2 4.7%	6 6) 6.9%
Baseball	5 7) 5.1%	5 4) 9.1%	3 7.9%	4 7) 3.4%	2 4.7%	2 2.3
Football: tackle	3 8) 3.1%			3 2.6%	8 2) 18.6%	27 1) 31.0%
Soccer	3 8) 3.1%	3 7) 5.5%	2 5.3%	16 2) 13.8%	1 2.3%	1 1.1%
Volleyball	3 8) 3.1%	7 3) 12.7%	7 2) 18.4%	11 5) 9.5%	3 4) 7.0%	7 5) 8.0%
Relay Race	3 8) 3.1%			1 .9%		1 1.1%
Football: flag	2 12) 2.0%			14 4) 12.1%	4 3) 9.3%	8 4) 9.2%
Sham Battle	1 1.0%		2 5.3%	1 .9%		
T-Ball	1 1.0%					
Wrestling	1 1.0%	1 1.8%		2 1.7%	1 2.3%	
Steal Base		3 7) 5.5%				
Gymnastics		4 5) 7.3%		1 .9%		
Swimming		3 7) 5.5%		1 .9%		1 1.1%
Tumbling			3 4) 7.9%	4 7) 3.4%	3 4) 7.0%	
Hockey			1 2.6%	4 3.4%		
Trampoline			1 2.6%	6 6) 5.2%	1 2.3%	
Speedball				3 2.6%	2 4.7%	1 1.1%
Dancing				1 .9%	1 2.3%	
Track/Field				4 7) 3.4%	1 2.3%	4 8) 4.6%
Handball						1 1.1%
Water Polo						1 1.1%
ROTC Rifle Team Drill						6 6) 6.9%
	98	55	38	116	43	87

Unlike the study of the grades and sex of the accidents, the analysis of data on location, activity and sports is not as simple. A strong case can be that location, activity and sports data only indicate popularity/participation figures and not necessarily accident-injury risk data.

Without actual data on popularity/participation, however, it is much safer to use the information we have (raw data) in determining the sports/athletic/ physical education activity rating to accidents-injuries.
These findings can be verified by Table 10.

- Except for K-6 schools, basketball accidents-injuries rate the highest in all kinds of school, except in 9/10-12 schools where tackle football becomes #1, by a greater than double margin.

- Flag, touch and tackle types of football would be #1 everywhere if taken together and accurate reports were made.

- Softball, volleyball and ROTC rifle team drill score about the same in 9/10-12 schools, with about 7 to 9 accidents per 100.

- Kickball, dodgeball and tetherball are remarkably even in K-6 schools, scoring about 15 to 17+ per 100 injuries.

- Basketball, touch football, soccer and flag football rate almost evenly in 7-8/9 schools with 12 to 16+ per 100 injuries.

What is needed in this section of the study are answers to:

1. How many injuries-accidents per 100 participants for each sport activity?

2. What kinds of injuries are charateristic of each sport, if such conclusions can be made from raw data?

3. What is the seriousness of injuries related to various sports? How many school days were lost?

4. Is the Hawaii picture different than comparable jurisdiction elsewhere?

5. Are there differences within the State? By district? By size? By types of community?

VIII. HOW DO PERIODS OF THE SCHOOL DAY RATE IN ACCIDENTS?

Most of the reports analyzed detailed this information of the period of the school day when the accident happened. Summarized in Table 11: Period of the School Day, the data tells us that:

- Schools with secondary grades report most accident during the morning hours. 7-12, 9/10-12, and 7-8/9 schools rates are extremely high while K-12 rate morning over afternoon hours by 2.2% margin.

- Morning recess and lunch/free time periods do not report high accident rate as might have been expected.

Table 11: Period of the School Day

PERIOD	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Before School (# & %)	35 5) 6.3%	16 5) 8.9%	4 5) 3.0%	10 5) 2.9%		8 5) 3.5%
Morning Hours	84 4) 15.1%	40 3) 22.2%	38 1) 28.8%	145 1) 42.8%	42 1) 53.8%	112 1) 49.1%
Morning Recess	150 2) 27.0%	32 4) 17.8%	22 4) 16.7%	10 4) 2.9%	2 5) 2.6%	7 6) 3.1%
Lunch/Free Time	95 3) 17.1%	41 2) 22.8%	32 3) 24.2%	72 3) 21.2%	10 3) 12.8%	20 4) 8.8%
Afternoon Hours	176 1) 31.7%	43 1) 23.9%	35 2) 26.6%	101 2) 29.8%	17 2) 21.8%	46 2) 20.2%
After School	13 6) 2.3%	7 6) 3.9%	1 6) .8%	1 6) .3%	7 4) 9.0%	35 3) 15.4%
Not Reported	3 .5%	1 .6%				
TOTALS	556	180	132	339	78	228

- After school accident rate is high for 9/10-12 and 7-12 schools compared to the others and reflecting interscholastic athletics, probably.

- Of the six period division of the school day, accidents before the beginning of classes in the morning rate number five, with lower percentages in 7-8/9, 7-12, K-12, and 9/10-12 schools.

- Almost nine and plus six per 100 accidents before school for K-8/9 and K-6 schools respectively might indicate need for more safety measures.

IX. APPARENT NATURE OF INJURIES

This section of the study will simply report the apparent nature of the injuries without attempting to relate them to sports, activity or location. The various types of schools will indicate differences in the rates of various kinds of injuries. These findings can be reported.

- Cuts and lacerations rate high consistently, scoring from more than 21 to 26 per 100 injuries in all schools.

- Cut/laceration, bump, bruise and fracture are the top four in K-6 schools, but sprain and abrasion move higher in other schools.

- In spite of contact sports in the secondary schools, fracture, dislocation, concussion and torn ligaments do not rate high. A separate system of reporting athletic injuries might be indicated here.

Table 12: Apparent Nature of Injuries, is not a report of the actual kind of injuries since most of the reporters are not qualified to make medical diagnosis. Torn ligaments, concussion, dislocation, simple fracture and internal injuries are hard to distinguish from bumps, sprains, swellings, abrasion and bruises even for the MDs without observation and laboratory services.

What seems to be indicated here is a need for more accurate record keeping and reporting so that the safety program can be improved and evaluated. These improvements can be made:

Table 12: Apparent Nature of Injuries

INJURIES	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Cut/Laceration	140 1) 25.2%	46 2) 25.6%	37 1) 26.4%	90 1) 26.5%	17 3) 21.8%	53 1) 21.7%
Bump	108 2) 19.4%	36 3) 20.0%	17 4) 12.1%	49 3) 14.5%	4 5.1%	19 5) 7.8%
Bruise	87 3) 15.6%	53 1) 29.4%	33 2) 23.6%	42 4) 12.4%	21 1) 27.0%	36 3) 14.8%
Fracture	70 4) 12.6%	11 5) 6.1%	5 3.6%	42 4) 12.4%	18 2) 23.1%	17 6) 7.0%
Sprain	60 5) 10.8%	16 4) 8.9%	20 3) 14.3%	67 2) 19.8%	12 4) 15.4%	41 2) 15.8%
Abrasion	20 6) 3.6%	10 6) 5.6%	4 2.9%	15 6) 4.4%	7 9.0%	20 4) 8.2%
Dislocation	18 7) 3.2%	4 7) 2.2%	2 1.4%	10 8) 2.9%	1 1.3%	6 2.5%
Puncture	17 8) 3.1%	10 6) 5.6%	13 5) 9.3%	11 7) 3.2%		7 7) 2.9%
Scratch	11 9) 2.0%	3 1.7%	5 3.6%	7 2.1%	1 1.3%	7 7) 2.9%
Concussion	11 9) 2.0%		7 6) 5.0%	5 1.5%	1 1.3%	2 .8%
Chipped tooth	8 1.4%					
Swelling	6 1.1%	4 7) 2.2%		3 .9%		1 .4%
Bite	4 0.7%			1 .3%		2 .8%
Burn	3 0.5%	4 7) 2.2%	1 .7%	6 1.8%	1 1.3%	6 2.5%
Splinter	2 0.4%					2 .8%
Others	27 4.9%	13 7.2%		11 3.2%	10 12.9%	10 4.1%
Shock (electric)				1 .3%		
Torn ligaments						2 .8%
TOTALS *	556	180	140	339	78	244

* Since some accidents result in more than one kind of injury, the added totals will exceed actual reports which are on this line.

1. All accidents-injuries causing a student to miss 1/2 day or more of the regular school activity would be recorded as "school jurisdicational" or "non-school jurisdictional". These latter before or after official school hours or non-school sponsored activity accidents-injuries could be broken down into various categories like traffic, bicycle, pedestrain, home, to/from school, etc., similar to the categories of Form No. 411. All these reports would be classified as "temporary" or "permanent" disability, depending upon the injury.

2. The homeroom teacher or equivalent would be responsible for reporting "non-school jurisdictional" accident-injury, when the students returns from absence.

3. The homeroom teacher or equivalent shall complete any "school jurisdictional" accident-injury of temporary or permanent disability. This report is to be started by the staff member responsible for the reporting, but the medical report and number of school days lost would be completed by the homeroom teacher or equivalent on the basis of the doctor's diagnosis and record of his absence.

The above steps would give us a more accurate record of accidents' including the nature of injuries and loss of school days.

X. WHAT PARTS OF THE BODY ARE INJURED?

The human body was divided into: 1) head and neck; 2) trunk/torso; 3) upper appendages; and 4) lower appendages. No attempt was made to relate activities/sports to the injuries and parts of the body injured. There are definite trends, however, which can be readily identified as we analyze Table 13: Part of the Body Injured.

- Injuries to parts of the neck and head occur more often in the lower grade schools than the secondary ones; high of 49.4% of K-8/9 to low of 27.3% of all injuries of 9/10-12 schools, a difference of 22.1 points or over 80% more head and neck injuries in the lower grade schools. A comparison of K-6 to 7-12 schools is also significant: 47.2% to 28.4%; 18.8 points or 66.2% more accidents to the head and neck in K-6 schools than 7-12.

- Trunk/torso parts have a somewhat consistent accident rate in all kinds of schools; high 11.0% of K-8/9 to low 7.4% of 9/10-12 schools, lowest accident rate for the four sections of the human body.

- The appendages increase in accident rate in schools with secondary grades with the uppers scoring higher than the lowers. The upper appendages show a distinct increase in secondary schools over the elementary schools including the K-12 schools.

- Lower appendage injuries increase rate (not percentage) is higher in secondary schools than elementary grade schools, except for K-12, than the upper appendage injuries increase rate.

- Head, eye, lip/mouth and face injuries score significantly high in head/neck section injuries, except for 7-12 and 9/10-12 schools where this section injuries are less than appendages.

- Of all the parts of the body, injuries to the head alone account for more than 20 per 100 in the K-6 schools, a very high rate.

- Finger injuries are more than half of the upper appendage injuries of K-12, 7-8/9, 7-12, and 9/10-12 schools. Overall, in these schools, except for K-12, finger injuries account for almost 20% of all injuries.

- Foot injuries are consistently high in lower appendage injuries, but in 7-12 and 9/10-12 schools ankle and knee injuries gain.

Table 13: Part of Body Injured

PARTS OF BODY	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Head & Neck	282 47.2%	86 49.4%	59 39.3%	112 31.5%	23 28.4%	66 27.3%
chin	3	1	1	3		
ear	5	1		2		3
eye	40	16	11	16	5	16
face	34	9	10	12	7	11
head	125	29	22	46	5	13
jaw	2					
lip/mouth	35	12	8	15		7
neck	9	1	1	7		6
nose	9	6	5	2	3	6
scalp	2			4	1	2
tooth	17	11	1	5	2	2
throat	1					
Trunk/Torso	54 9.0%	19 10.9	12 8.0%	27 7.6%	8 9.9%	18 7.4%
abdomen		1		3		3
back	19	7	5	9	4	7
buttock	2	1		4		1
chest	4		2	3		
collarbone	13	1	1	4	2	5
genital	3	2				
groin	3			2		
hip	2	3				1
rib	2	1		1	2	
shoulder	5	2	2			1
stomach	1	1	2	1		
Upper Appendage	165 27.6%	39 22.4	32 21.3%	128 36.1%	27 33.3%	83 34.3%
arm	56	7	6	20	5	11
elbow	11	9	4	15	1	6
finger	57	13	17	65	17	47
hand	11	7	2	11		13
wrist	30	3	3	17	4	6
Lower Appendage	96 16.1%	30 17.2%	47 31.3%	88 24.8%	23 28.4%	75 31.0%
ankle	15	3	10	19	8	21
foot	23	11	25	35	7	19
knee	22	6	9	19	6	18
leg	22	4	3	10	1	13
thigh	2	3				1
toe	12	3		5	1	3
TOTALS*	597	174	150	355	81	242

*Higher than the reports because some accidents result in injury to more than one part of the body.

There is a need to find out why the above trends are visible. It may be that certain sports/activities/locations produce injuries of a variety associated with certain parts of the body and developmental stages of the human body.

XI. WHAT ABOUT STAFF PRESENCE AT ACCIDENTS?

The reports are not very consistent, here. For instance, of the 556 K-6 reports studied, only 378 filled this section of the Form No. 411. So rather than trying to guess what happened in the blank 178 forms, the tally will report them as "not recorded" in numbers and percentages.

Table 14: Staff Coverage At Accidents

STAFF	K-6	K-8/9	K-12	7-8/9	7-12	9/10-12
Present	355 63.8%	99 55.0%	127 90.7%	222 65.5%	59 74.3%	126 51.6%
Did not see accident	313 88.2%	97 98.0%	41 32.3%	108 48.6%	18 30.5%	68 54.0%
Temporary absence	10 2.8%	7 7.1%	5 3.9%	4 1.8%	0	0
No one assigned	23 4.1%	16 8.9%	6 4.3%	29 8.6%	8 10.3%	40 16.4%
Not recorded	178 32.0%	65 36.1%	7 5.0%	88 26.0%	11 14.1%	78 32.0%
TOTAL REPORTS	556	180	140	339	78	244

One wishes that the record here was more accurate and complete. In tort cases, one of the evidence of negligence would be the actual supervision exercised by the school for its students, "in loco parentis" responsibilities. The record indicates that auldt staff was present in most cases of accidents, but there seems to be great gaps if the "not recorded" percentage refer to staff not being present or assigned.

Furthermore, the fact that staff did not see the accident happening might or might not indicate that supervision was not being exercised. At any rate, this section of the Accident Report Form needs revision and completion when reporting.

The names of witnesses are noted in most of the serious cases of accidents. The use of additional data in some serious cases are also noted, but reports of some tort cases were inadequately done on Form No. 411.

XII. IMMEDIATE ACTION TAKEN AFTER ACCIDENT-INJURY.

Form No. 411 lists several actions which are taken by various staff personnel of the school: first aid by whom; sent to school nurse/home/physician/hospital by whom; and notified parent/guardian/friend by whom, how and when. This section also had some reference to insurance coverage, but the reporting is too incomplete to be analyzed.

So, Table 15: Immediate Action Taken is simplified with some of the detailed answers deleted. The Table 15 show some interesting figures.

- The 7-12 schools studied were rural ones. Their high rate of sending injured to physicians needs further analysis, although their low rate of sent to health room indicates the 76.9% of their accidents ending in a doctor's office is correct.

- Notifying the parent(s) is consistently high in all schools except for 7-8/9 and 9/10-12 schools where the rate is almost 20% lower than the lowest of the other schools, K-8/9 at 76.7%.

- No other patterns develop in comparing the different types of schools, except for possibly first aid rendered to the younger grade schools (K-6 and K-8/9 at 67.3% and 85% respectively).

- More than one out of four accidents result in injuries being taken care of by a physician, except for K-12 and 7-8/9 schools rating one out of about seven, and 7-12 schools where three out of four accidents are tended by doctors.

Table 15: Immediate Action Taken

ACTIONS	K-6	%	K-8/9		K-12		7-8/9		7-12		9/10-12	
First Aid	374	67.3	153	85.0	69	49.3	198	58.4	34	43.6	132	54.1
To Health Room	280	50.4	125	69.4	29	20.7	106	31.3	6	7.7	73	29.9
Sent Home	138	24.8	57	31.7	12	8.6	69	20.4	22	28.2	48	19.7
To M. D.	148	26.6	50	27.8	22	15.7	48	14.2	60	76.9	63	25.8
Hospital	33	5.9	2	1.1	9	6.4	15	4.4	7	9.0	27	11.1
Tell Parent	462	83.1	138	76.7	108	77.1	197	58.1	70	89.7	140	57.4
" Guardian	18	3.2	13	7.2	3	2.1	5	1.5	6	7.7	14	5.7
" Friend	16	2.9	-	-	7	5.0	2	.6			6	2.5
TOTALS	556		180		140		339		78		244	

XIII. DEGREEE OF INJURY

This important section of the Accident Report Form is incomplete. There are too many reports which detail sending students to hospital, home and/or doctor yet items on degree of injury are not completed. Thus many lost school days are not reported, nor are these accidents recorded as temporary disabling.

There is no section to report loss to property due to accidents. Non-school jurisdictional accidents/injuries are not reported on Form No. 411, also.

Therefore, the next best thing to do would be to select schools reporting accidents quite accurately and completely for the 1973-74 school year. From these schools' data, more detailed projection of accidents per 1,000 students, number of school days lost, and data not accurately available can be made.

XIV. HAZARDS INVOLVED IN ACCIDENTS

Although the report form does not have a place to identify hazards and hazardous conditions involved in the accidents, the narrative portion was carefully studied and hazards and hazardous conditions identified.

Table 16: Hazards and Hazardous Conditions tells us many things we should do in order to prevent, reduce and control accidents, injuries and losses to our students. Innocent instruments, equipment, facilities and furniture become hazards because of careless and unsafe usage and conditions.

Some of the more definite findings are:

- Jungle Jims are involved in accidents of younger children by an obviously higher rate than any other hazard; one of three cases in K-7, and almost one in four cases of K-8/9 and K-12 schools.

- Power tool injuries score about one in eight cases in 7-8/9 and 9/10-12 schools. (Data from 7-12 is not adequate to project any finding.)

- Rocks are thrown, causing injuries, in all types of schools and almost one of 15 hazard-identified reports of K-6 schools.

- Acids and chemicals score in almost one of ten in 9/10-12 hazard reports.

- Paper cutter injuries to high school students rate almost one out of 14 hazard reports.

- Wooden doors slammed by the wind or carelessly rate high in all secondary schools, but lower in elementary type schools.

- After jungle jims; rocks, swings, wooden doors, pens/pencils, slides, poles and tables/desks bunch together in scoring 6.9% to %.4% in K-6 schools.

- Rate of nails in K-12 schools at more than one in nine may be due to the rural nature of these schools where more students are barefoot than urban or suburban schools.

The rate for jungle jim involvement suggests that further study should be made of this playground equipment: how to use it safely; or if impossible to do so, forbid use in schools.

Table 16: Hazards and Hazardous Conditions

HAZARDS	K-6	%	K-8/9		K-12		7-8/9		7-12		9/10-12	
Jungle Jim -	69	33.8	15	24.2	14	23.3	2	3.0				
Rock	14	6.9	4	6.5	2	3.3	6	9.1	1	6.7	2	3.6
Swing	13	6.4			2	3.3						
Door, wooden	11	5.4	4	6.5	2	3.3	8	12.1	4	26.7	5	9.1
Pen/Pencil	11	5.4	5	8.1			1	1.5				
Slide	11	5.4			1	1.7						
Pole	11	5.4	7	11.3			3	4.5				
Table/Desk	11	5.4	3	4.8	1	1.7					2	3.6
Glass	6	2.9	2	3.2	4	6.7	4	6.1	1	6.7	3	5.5
Wet Floor	5	2.5			2	3.3	5	7.6	1	6.7	3	5.5
See-saw	4	2.0			2	3.3						
Paper Cutter	3	1.5	1	1.6	1	1.7	2	3.0			4	7.3
Post	3	1.5	1	1.6	1	1.7					1	1.8
Acid/Chemical	2	1.0									5	9.1
Cafeteria Equi't	2	1.0					1	1.5			1	1.8
Merry-go-round	2	1.0	3	4.8								
Scissors	2	1.0	1	1.6			1	1.5	1	6.7	1	1.8
Window, glass	2	1.0					2	3.0			3	5.5
Automobile	1	.5	1	1.6							3	5.5
Door, glass	1	.5	1	1.6							1	1.8
Hole in ground	1	.5			1	1.7						
Sprinkler	1	.5			1	1.7	1	1.5			1	1.8
Thumb Tack	1	.5			1	1.7						
Others*	17	8.3	8	12.9	13	21.7	12	18.2	5	33.3	5	9.1
Tool, hand			2	3.2	1	1.7	2	3.0	1	6.7	3	5.5
Tool, power			1	1.6	2	3.3	8	12.1	1	6.7	7	12.7
Bus			1	1.6								
Nail			2	3.2	7	11.7	2	3.0			4	7.3
Knife					2	3.3	1	1.5			1	1.8
Linoleum Cutter							4	6.1				
TOTALS	204		62		60		66		15		55	

* - hedge, fork, gas torch, can, bar, stapler, sign, eraser, rope, etc.

XV. MONTHS OF THE SCHOOL YEAR

The school year has months with various number of school days. The winter and spring recesses vary from year to year, changing number of school days in affected months. Winter recess for 1972-73 school year was equally divided to December and January; spring was during April. With this reminder, let us look at the months' share of school injuries.

Table 17: Months of the School Year

MONTHS	K-6		K-8/9		K-12		7-8/9		7-12		9/10-12	
September	71	12.3	21	11.6	24	17.1	43	12.5	12	15.4	55	22.5
October	56	9.7	19	10.5	22	15.7	55	15.9	6	7.7	31	12.7
November	55	9.5	22	12.2	12	8.6	44	12.8	5	6.4	30	12.3
December	57	9.9	13	7.2	11	7.9	34	9.9	17	21.8	24	9.8
January	60	10.4	25	13.8	11	7.9	35	10.1	6	7.7	16	6.6
February	67	11.6	20	11.0	18	12.9	27	7.8	4	5.1	20	8.2
March	87	15.1	21	11.6	13	9.3	50	14.5	9	11.5	20	8.2
April	28	4.9	4	2.2	9	6.4	13	3.8	3	3.8	13	5.3
May	70	12.2	25	13.8	19	13.6	37	10.7	13	16.7	25	10.2
June	24	4.2	11	6.1	1	.7	7	2.0			3	1.2
July	1	.2									2	.8
August					1	.7			3	3.8	5	2.0
TOTALS	576		181		140		345		78		244	

There does not seem to be any definite trends in analyzing the number of accidents by the months of the school year. July and August reports were from summer school and football practices. Here are some conclusions which can be made.

- September, a full month, rates high for high schools, probably due to athletics. It is the highest month for high schools and K-12.

- The high 21.8% December month for 7-12 schools needs more study.

- Accidents happen in all types of schools without any connection to the months of the school year because data shows various patterns independent of months and types of schools.

XVI. SUMMARY AND NEXT STEPS

This study was a first attempt to establish some base line data of accidents, injuries and losses to our students. We were able to establish these facts:

1. Our public schools have various grade configurations. Data gathered would be most meaningful if related to the various types of schools found in the state: K-6; K-8/9/ K-12; 7-8/9; 7-12; and 9/10-12.

2. What is the accident rate according to grade and sex in these schools.

3. The frequency of accidents at various locations of a school.

4. What the students were doing when the accidents happened.

5. Taking athletics by itself, what is the accident rate of various sports.

6. Accident rate for various periods of the school day.

7. Frequency of various kinds of injuries.

8. Injury rate for the various parts of the body.

9. School staff coverage when accidents happened.

10. What action was taken immediately after the injuries.

11. Instruments, equipment, facilities and furniture which were involved in the accidents.

12. Accident rate for different months of the school year.

We were unable to accurately project the number of accidents per 100 students of each grade in these types of schools, reportable and recordable accidents, and number of school days lost. We did not relate activity/sport to nature of injuries to what part of the boy resulting in what kind of losses.

In a study of 1973-74 accident reports, we propose to do the following refinements:

- Select reports from various types of schools with the most complete and accurate records. Study enough reports to produce a 95% confidence level for any projections.

- Project from these reports statewide data for non-disabling (reportable) and disabling (recordable) accidents, including school days lost, according to grade and sex in the various types of schools.

- Focus on school activity and sports. Relate them to nature of injuries to what part of the body resulting in non-disabling and disabling accidents with how many school days lost. Do this analysis according to the various types of schools.

So, by these two studies, one of 1972-73 reports and the other of 1973-74, we shall not only understand the what, when and where of student accidents, but start to know the how and why so that effective programs of prevention, reduction and control of accidents, injuries and losses can be developed, implemented and evaluated.

INSTRUCTIONS

Please read carefully — Fill out form completely

Use the form on the reverse side to report each school and each non-school jurisdictional accident. In the upper left corner, check appropriate box:

School Jurisdictional. Any accident which results in any injury to a pupil and/or property damage which occurs in a school building, on school grounds, on the way to or from school, or in connection with any other school-sponsored activity even though not on school property.

Non-School Jurisdictional. An accident which causes restriction of activity to the pupil, occurring anywhere not definitely specified above.

In the upper right corner, check appropriate box:

Recordable. If the accident results in

- a. Pupil injuries severe enough to cause the loss of one-half day or more of school time, or
- b. Pupil injuries severe enough to cause the loss of one-half day or more of pupil activity during non-school time, or
- c. Any property damage as a result of a school jurisdictional accident.

Reportable Only. If the accident does *not* cause a *lost time* injury or property damage.

NOTE: Only those forms checked Recordable are to be included in the *Annual Student Accident Summary* forms which are submitted to the National Safety Council.

1. **Name.** Name of injured student.

2. **Address.** Home address.

3. **School.** School attended.

4. **Sex.** Check box.

5. **Age.** Age of student at last birthday.

6. **Grade/Special Program.** Grade level such as K—for kindergarten, 1—for first grade, 2—for second grade, etc.; Special Education, Adult Education, Junior College, etc. If a special program, such as Head Start, Student Work Program, Adult Re-Training or Pre-Primary, so indicate.

7. **Time Accident Occurred.** Indicate the time the accident occurred as follows: Date (month, day of the month, and year); day of the week; the exact time and check AM or PM.

8. **Nature of Injury.** Indicate, *to the best of your knowledge*, what the injury was, such as burn, fracture, abrasion, etc. If multiple injuries, so indicate and list each.

9. **Part of Body Injured.** Indicate part of body injured, such as lower left arm, right ankle, scalp, etc. If more than one part of body is injured, indicate as "multiple" and list each part.

10. **Degree of Injury.** Check one box. If the degree of injury is not immediately known, estimate or use a follow-up system. Reports should not be held up for lack of this information.

Death. If fatal.

Permanent. If injury results in a complete loss of, or loss of use of, a body part or parts, such as the loss of an eye, the loss of use of a limb, amputation of a part of the body, etc.

Temporary (lost time). If the injury does not cause permanent disability, but causes the child to lose one-half day or more of school, or one-half day or more of normal activity, during a non-school period.

Non-Disabling (no lost time). If the injury did not cause permanent disability and/or lost time, or loss of activity.

11. **Days Lost.** Indicate from one-half or more, the number of days that the student was absent from school; and/or the number of days from one-half day or more, the student was restricted from normal activities if during a non-school period. One-half day's lost time in school is defined as one-half of the normal school day for that particular student. The time charge for death is 1,200 days. *See Guidebook*, page 24, for permanent disability charges. If lost time is not immediately known, estimate or use a follow-up system. Reports should not be held up for lack of this information.

12. **Cause of Injury.** Identify the event which resulted in the injury, such as "struck against moving object," "fall from elevation," "rubbed or abraided," "over-exertion," etc.

13. **Accident Jurisdiction.** Check one box to indicate where the accident occurred.

14. **Location of Accident.** Indicate exact location of the accident. Example: Second floor corridor near room 210, girls' gymnasium, sidewalk at northeast corner of 12th and Locust, inside stairway at home, etc.

15. **Activity of Person.** Indicate what person was doing at time of the accident. Example: Conducting a science experiment, playing second base in soft ball, riding as a passenger in parents' car, driving a bicycle, etc.

16. **Status of Activity.** Indicate status of activity at time of the accident. Example: Regular classroom period, physical education class, intramural athletic practice, interscholastic athletics, recess, lunch period, supervised before or after school activities, at a friend's home, in the kitchen, at a supermarket, etc.

17. **Supervision.** Check box to indicate whether an adult was present at the scene of the accident; if "yes," indicate by name and title whether this adult was the teacher, another school employee, the parent, another adult, etc.

18. **Agency Involved.** Indicate the equipment, substance, material, or the thing most closely related to the accident. Example: Glass test tube, motorcycle, ground surface, other person, dog, etc.

19. **Unsafe Act.** Indicate any act on the part of the person or persons involved which may have caused or contributed to the accident. Example: Using equipment unsafely, feet in aisle, body contact in sports or other action in excess of intent of rule, not following established rules, etc.

20. **Unsafe Mechanical/Physical Condition.** Indicate any unsafe mechanical or physical conditions such as deep ruts in play area, ice on sidewalk, improperly guarded machine, improperly stored material, poor lighting, porch railing in need of repair, etc.

21. **Unsafe Personal Factor.** Indicate any unsafe personal factors that may have contributed to the accident. Example: Bodily defects such as defective hearing; lack of knowledge, skill or experience, such as failure to recognize hazards; emotional upsets such as death in the family, new sibling, parental separation or school failure.

22. **Corrective Action Taken or Recommended.** Indicate what action was taken locally and/or what further action is recommended, if needed action cannot be taken by local school personnel. Example: Maintenance action such as play area holes were filled and leveled; procedural action such as a study is being made to improve the flow of students into the auditorium; engineering recommendation such as the ventilating system should be studied to determine if sufficient for the area involved; curriculum recommendation such as the present course of study for woodworking shop should be reviewed to insure that safe procedures are included; counseling action such as referred child to guidance department.

23. **Property Damage.** Estimate in dollars the amount of damage, if any, to school property and/or other property as the result of the accident. Do not hold up report for this information. If there was no property damage write "none."

24. **Description.** Give a *word* picture of the accident, explaining who, what, where, when, why and how of the accident. Include such items as weather, equipment, unsafe conditions, unsafe acts, personal factors, and whether other persons may have contributed to the accident, and how.

25. **Date of Report.** Date report was completed.

26. **Report Prepared by.** Signature and title of person preparing report.

27. **Principal's Signature.**

(National Safety Council—Form School 1)
Rev. [illegible]

Printed in U.S.A.

(over)

Stock No. 429.21

(check one)
☐ School Jurisdictional
☐ Non-School Jurisdictional

RECOMMENDED
STANDARD STUDENT ACCIDENT REPORT

(See instructions on reverse side)

(check one)
Recordable ☐
Reportable Only ☐

School District:
City, State:

General

1. Name
2. Address
3. School
4. Sex Male ☐ Female ☐
5. Age
6. Grade/Special Program
7. Time Accident Occurred
Date: Day of Week: Exact Time: AM ☐ PM ☐

Injury

8. Nature of Injury
9. Part of Body Injured
10. Degree of Injury (check one)
Death ☐ Permanent ☐ Temporary (lost time) ☐ Non-Disabling (no lost time) ☐
11. Days Lost
From School: From Activities Other Than School: Total:
12. Cause of Injury

Accident

13. Accident Jurisdiction (check one)
School: Grounds ☐ Building ☐ To and From ☐ Other Activities Not on School Property ☐
Non-School: Home ☐ Other ☐
14. Location of Accident (be specific)
15. Activity of Person (be specific)
16. Status of Activity
17. Supervision (if yes, give title & name of supervisor)
Yes ☐
No ☐
18. Agency Involved
19. Unsafe Act
20. Unsafe Mechanical/Physical Condition
21. Unsafe Personal Factor
22. Corrective Action Taken or Recommended
23. Property Damage
School $ Non-School $ Total $
24. Description (Give a word picture of the accident, explaining who, what, when, why and how)

Signature

25. Date of Report
26. Report Prepared by (signature & title)
27. Principal's Signature

This form is recommended for securing data for accident prevention and safety education. School districts may reproduce this form adding space for optional data. Reference: *Student Accident Reporting Guidebook*, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611. 1966. 34 pages.

(over)

SCHOOL SAFETY AND HEALTH INVENTORY
(short form)

PURPOSE

This Inventory, adapted from "Checklist: School Safety Education", National Commission on Safety Education, NEA, 1967; and "Inspection Checklist", School Health Branch, Hawaii State Department of Health, is designed to:

1. assess the needs of our schools' safety and health program.
2. plan and implement immediate and long-range improvements.
3. protect our schools from charges of negligence by assessing our needs and correcting the inadequacies.

INSTRUCTIONS

An appropriate local school committee representing administration, department heads/teachers, support services personnel, parents, students and community safety resources, needs about an hour to complete this short form of the Safety and Health Inventory.

Since all items will not be applicabe to every school, please check "NA" after such items. Also, since this Inventory has not been designed in separate forms for use by elementary, intermediate, high or other class grade configuration schools, other items might be "NA".

Please distribute the copies according to the color control.

SCHOOL____________________ DISTRICT__________

ENROLLMENT______ GRADES______ thru______ DATE__________

TYPE OF SCHOOL: Urban______ Suburban______ Rural______ Other______

CHECKLIST

A. Administration

Organization	YES	PARTLY	NO	NA
1. The administrative staff is vitally interested in and participates in curricular and co-curricular safety programs				
2. Safety standards, rules, regulations and procedures for classroom, campus and off-campus activities are established, understood and enforced				
3. Adequate adult safety supervision is available, skilled and deployed for all school and school-sponsored activities		✓		

YES PARTLY NO NA

4. Resources of the school personnel, students, parents and the public and private sectors of the community have been effectively utilized for the school's safety program........................ ___ ___ ___ ___

Inspection

5. Classes, activities and facilities/locations which are considered hazardous are regularly inspected and inadequacies corrected............. ___ ___ ___ ___

6. Regular safety inspections of buildings, grounds, facilities, furnishings, equipment and supplies are made by school and community experts and needed corrections are made....................... ___ ___ ___ ___

Accident Reporting and Recording

7. All employees know exactly who reports what through which form(s) in our school when an accident happens at school or at school sponsored activities.. ___ ___ ___ ___

8. A complete and accurate record of the school's accidents, injuries and losses are kept for analysis which will aid in preventing, reducing and controlling accidents, injuries and losses.... ___ ___ ___ ___

9. Student Family Information Card for Emergencies is completed and kept up to date for each student. ___ ___ ___ ___

10. The students, employees, parents and community are kept up to date on accident data and safety programs of the school............................ ___ ___ ___ ___

Safety Patrols

11. Adequate student or adult patrols are trained and deployed for all regular and emergency safety needs....................................... ___ ___ ___ ___

Personnel

12. All school personnel are informed of school safety standards, rules, regulations and procedures at the beginning of each school year and reminded periodically to practice and enforce them.. ___ ___ ___ ___

13. All school personnel, including students, are involved in evaluating and revising the safety program of the school........................... ___ ___ ___ ___

14. All employees know what procedures to follow in case of accidents at school or at school sponsred activities...................................... ___ ___ ___ ___

YES PARTLY NO NA

15. Preparations and drills for natural and man-made emergencies are held regularly.............. ___ ___ ___ ___

Student and Vehicle Traffic Flow

16. Careful study of student movement traffic throughout the day is made regularly to insure safe and secure movement to destinations.................. ___ ___ ___ ___

17. All vehicular traffic within the school grounds and around the school is studied carefully and safety measures enforced or secured.............. ___ ___ ___ ___

Community Resources

18. Police, parents and other community resources are involved in the school's safety program...... ___ ___ ___ ___

19. The school participates in safety programs of the community.................................... ___ ___ ___ ___

20. Public and private agencies of the community, like the fire department or insurance agencies, help the school in safety education.................. ___ ___ ___ ___

B. Instruction

Personnel

1. Safety education training in required of all our teachers and educational officers................. ___ ___ ___ ___

2. In-service training in safety is offered to every employee of the school during the year............ ___ ___ ___ ___

3. All employees know exactly what to do in case of man-made or natural emergency...................... ___ ___ ___ ___

4. Faculty members are encouraged to take courses in safety education if they have not done so......... ___ ___ ___ ___

Safety Instruction

5. Safety education is designed so that the student is able to cope with everyday problems of life in a sensible, positive and responsible manner.... ___ ___ ___ ___

6. A safety education curriculum guide is available and safety education has been integrated into the total instructional program or subject............ ___ ___ ___ ___

7. Driver and Traffic Safety Education is offered for those who want to take it.......................... ___ ___ ___ ___

8. Current, complete and accurate accident data of the school are used to instruct and communicate to

YES PARTLY NO NA

students and employees the non-classroom component of the school's safety program.................... ___ ___ ___ ___

9. Extra supervision and review are built-in for courses, activities and locations of more than usual hazardous nature............................ ___ ___ ___ ___

C. Protection

Fire

1. Fire-fighting equipment, instruments and devices are regularly inspected and kept ready for use.... ___ ___ ___ ___

2. Regular inspections of buildings and grounds for fire prevention is made and defects corrected..... ___ ___ ___ ___

3. Fire prevention practices and procedures are enforced and communicated regularly to students and employees of the school............................ ___ ___ ___ ___

4. Fire evacuation drills are periodically held and evaluated as part of the emergency safety education program...................................... ___ ___ ___ ___

Structure

5. Exist systems of all buildings are adequate, free and functional at all times...................... ___ ___ ___ ___

6. Fixtures, furnishings, equipment and supplies are purchased, repaired or replaced with safety requirements achieved and maintained................ ___ ___ ___ ___

7. Walkways, hallways, stairways and other passages are adequately ventilated, lighted and free of obstructions and hazards.......................... ___ ___ ___ ___

8. Electrical, health and structural safety inspections are made annually and corrections made...... ___ ___ ___ ___

9. Students and employees are encouraged to report any hazardous condition of buildings, grounds, facilities, equipment, furnishings, fixtures or supplies.. ___ ___ ___ ___

10. Such reports are immediately checked and corrections made or hazards blocked off as needed...... ___ ___ ___ ___

Special Concerns

11. Adequate supervision is maintained for all team and individual sports/athletic activities so that accidents are prevented and injuries and losses reduced and controlled through a safety program

	YES	PARTLY	NO	NA
which includes reporting, recording and analyzing accident, injury and loss data...................				
12. Playground design, equipment, installations and activities are programmed with safety concerns as top priority..				
13. Gym and playground equipment and facilities are regularly inspected for correction of hazardous conditions..				
14. Water safety rules, regulations and standards are maintained at all times..........................				
15. Safety requirements and procedures are maintaned at large assembly areas such as auditorium, cafeteria, gymn, stadium, etc., at all times.........				
16. Special attention is paid to stage eletrical equipment and fixtures and other stage props and supplies for safety's sake......................				
17. Laboratories and shops are equipped, inspected and maintained to meet safety standards..............				
18. Safety equipment, utensils, devices and procedures are used at all times in shops and labs..........				
19. Students and employees of cafeteria and home economics subjects learn and practice safety procedures at all times............................				
20. Utensils, equipment, procedures, maintenance and supplies meet health and safety standards at all times..				
21. Bathrooms, and their fixtures and supplies meet health and safety standards are all times........				
22. Drinking fountains and wash basins are not safety hazards and meet health standards................				

COMMITTEE MEMBERS SIGNATURE

Name	Representing

SCHOOL HEALTH AND SAFETY INVENTORY
(accident prevention and injury/illness control)

DRAFT
11/11/74

PURPOSE

This Inventory, adapted from "Checklist: School Safety Education", National Commission on Safety Education, NEA, 1967, and "Inspection Checklist", School Health Branch, Hawaii Department of Health, is designed to:

1. assess the needs of our schools' health and safety program.
2. plan and implement immediate and long-range improvements.
3. protect our schools from charges of negligence by this comprehensive study of our safety practices and procedures so that accidents can be prevented and injuries controlled.

INSTRUCTIONS

A school health and safety committee representing administration, department/heads/teachers, support services, parents, students and community safety resources, needs about two hours to complete this Inventory. The value of answering the questions as a committee, with expertise being shared, cannot be over-estimated.

Since all items will not be applicable to every school, please check "NA" after such items. In addition, this Inventory has not been designed separately for elementary, intermediate, high and other class configuration schools, resulting in many items being marked "NA".

Each school will be able to create a valuable tool after about two hours of committee "conference". Program improvement will depend on how this tool is used by school, district and state offices responsible for the health and safety of our students.

SCHOOL____________________ DISTRICT________________

GRADES____ thru____ ENROLLMENT________ DATE________________

TYPE OF SCHOOL: Urban_____ Suburban_____ Rural_____ Other_______

CHECKLIST

I. ADMINISTRATION

Organization

	YES	PARTLY	NO	NA
1. The administrative staff:				
a. exhibits active interest in conduct of an effective school safety education program....................				
b. helps integrate safety education with all curricular and co-curricular activities.............				
c. expects every teacher to be responsible for a safe school environment and to provide relevant safety experiences for students				
d. plays active role in all emergency/disaster preparation drills and practices				

	YES	PARTLY	NO	NA
e. sees to it that all on-campus and off-campus school activities are supervised by a responsible adult				
f. seeks faculty, student, support staff, and parent/community participation in safety education program planning, implementation and evaluation				
g. provides faculty and staff with adequate opportunities for in-service safety education				
h. makes certain that students engaging in intramural and inter-scholastic athletics pass preseason medical examination relevant to special hazards of the particular sports				
i. has established effective working relationships with local fire, police, civil defense, health, medical, OSHA and other safety agencies				
j. has established a chain of responsibility-authority for emergency/disaster situation occurring during absence of the chief administrator				
k. has appointed a qualified school staff personnel to lead and coordinate safety education for students and school personnel				
l. has implemented practical procedures for student, teacher and other school personnel in-put in identifying and eliminating hazardous conditions of the entire school environment				
m. has responsible adult supervision for all school "free" hours from the first to last school busload or publicly announced and understood school-responsible hours				

Inspection

2. The school administration:

a. makes a periodic check on the safety aspects of established routines for group movement of students				
b. has a qualified specialist make an annual appraisal of safety in recreation and physical education areas with emphasis on condition and location of equipment and types of sports/activities permitted				
c. reviews with the custodial staff all safety requirements of buildings, grounds, equipment, furnishings and supplies				
d. periodically inspects total school environment to see that minimum safety standards established by local, state and national agencies are met				
e. has the school buildings inspected by qualified persons at least once a year for safety conditions of the structure, cooling system, electrical wiring and equipment-fixures, and their maintenance practices				

Accident Reporting and Records

3. The administrative staff has established an effective procedure to be followed in case of accident or sudden illness				

	YES	PARTLY	NO	NA
4. A convenient and accessible file is maintained which lists for each student:				
a. home address and telephone number				
b. business telephone number(s) of parent(s)				
c. name and telephone number(s) of family physician/hospital				
d. parental instructions-permission on procedures to follow in medical emergencies when parent(s) cannot be contacted				
5. An effective procedure has been established to report immediately, accurately and completely the following incidents:				
a. accidents involving teachers, students or other school personnel while travelling on official school business				
b. accidents occurring on school premises at any time				
c. accidents occuring at any school sponsored activity such as athletic events, social functions, field trips, study travel, etc				
6. Accurate and complete records of all accident reports are kept active and up-to-date				
7. The school's accident experience is periodically and annually analyzed and shared with the school and its community in a summary form				
8. All Form 411, Accident Report Form, are completed accurately, fully and immediately, including "22. Suggested preventive measures" and "23. Degree of injury"				
9. When transportation is involved in any medical emergency, a reliable and responsible adult is used as driver and/or attendant				
School Safety Patrols/Programs				
10. A responsible and trained staff member directs and supervises safety programs which are organized to function:				
a. at hazardous traffic areas involving the school				
b. on the playgrounds				
c. in school buses				
d. within school buildings other than classrooms				
e. during emergency drills				
11. The school has in operation a school safety patrol organization in which student members:				
a. are provided regular scheduled instructions				
b. volunteer their services				
c. develop qualities of leadership and service				
d. are not permitted to use any technique which, in effect, directs or controls vehicular traffic				
e. are provided with standard identifications-insignia, all-weather gear, and other essential equipment				

Personnel

12. All school personnel are required to set a good example for students by practicing safety procedures and behavior while in school and at school

	YES	PARTLY	NO	NA
sponsored activities..............................				
13. Regular meetings of the entire school staff are held at which hazards and unsafe conditions and situations are discussed and responsibility fixed for the elimination or correction of each.........				
14. All school staff members are familiar with the several types of warning signals for civil defense disaster preparedness and with their specific duties connected with each disaster.................				
15. All school personnel, including students, exhibit generally a feeling of responsibility for safe condition and practices in and around the school plant and at school activities..................				
16. Procedures to be followed in case of an accident or sudden illness are understood by all school personnel, including students....................				
17. All school staff members are generally familiar with laws and regulations governing school, district and state employee liability in school and school sponsored activity accidents...............				
18. At least one person who is qualified in first aid is immediately available in school or at school sponsored activities in which accidents might occur				
Civil Defense Disaster Preparedness				
19. An up-to-date protection plan, including periodic drills, are in effect for any natural or man-made disaster...				
20. Staff assigments, training and resources are adequate and coordinated with the community plan.....				
21. Parents understand the plans for all disasters....				
Fire-exit Drills				
22. Occupants of school buildings are familiar with the locations of public alarm boxes...............				
23. Fire drills are held regularly under local fire department regulations...........................				
24. Fire-exit drills are held for different condition-times of the school day..........................				
25. "For-Fire-Only" alarm is used and understood......				
26. A careful accounting procedure for all students is in effect to check drills or actualities..........				
27. Special provisions are in effect and practiced for disabled and physically handicapped students and personnel...				
28. Evaluation by qualified personnel is made of each fire-exit drill and shared by the entire school...				
On-site Student Movements				
29. At the beginning of each school term, or at appropriate times, an origin-destination student-movement-within-the-school study is made so that changes can be made to reduce congestion..........				
30. Use of bicycles and motor vehicles on playground areas is prohibited and regulation enforced.......				
31. Use and parking of bicycles and motor vehicles are stricly defined and organized so as to reduce the probability of accidents/injuries.................				

	YES	PARTLY	NO	NA
32. The school maintains a current list of registration numbers of all motor vehicles used by all school personnel, inlcuding students, who use school grounds for their transportation needs.....	___	___	___	___
33. Parents and the visiting public, upon entering the school grounds, are easily informed about regulations governing special areas for loading, unloading, and parking of private cars and school buses at the school site, through signs, communications and appropriate school personnel.................	___	___	___	___
34. All parking areas are located adequately away from play and activity areas.........................	___	___	___	___
35. Use of classroom or school facilities for automotive equipment is prohibited except for curriculum	___	___	___	___
School Bus Transportation				
36. All laws, rules, policies and regulations governing student transportation and school buses are understood and strictly observed.................	___	___	___	___
Community Resources				
37. The school and community work together in providing pedestrian protection measures such as police officer control of traffic near the school, special adult guards for crossings, necessary signs and signals, clearly marked crosswalks, and school patrols..	___	___	___	___
38. The school communicates with parents and the community through various media about its school safety education program.........................	___	___	___	___
39. The school participates in community safety programs as a learning experience for students and to seek their support in eliminating and correcting hazards in the community......................	___	___	___	___
40. The PTA has a safety committee which helps in the school's safety program..........................	___	___	___	___
41. The school has developed criteria to guide teachers in the selection and use of safety education materials obtainable from non-school sources......	___	___	___	___
INSTRUCTION				
Personnel				
1. Through meetings, workshops and other means, every teacher has developed an understanding of and an appreciation for the elements of the school safety education program..................................	___	___	___	___
2. Each faculty member has completed college credit course or seminar/workshop in general safety ed....	___	___	___	___
3. The faculty understands that for maximum effectiveness, safety education must be integrated with the various curricular offerings......................	___	___	___	___
4. All school employees and students receive instructions on procedures for fire and other emergencies, and methods of operating the fire extinguishers found in the school................................	___	___	___	___
5. The custodial staff and other support service personnel receive thorough instructions from safety specialists and fire department representatives in				

	YES	PARTLY	NO	NA
safe "housekeeping" and other phases of accident prevention pertinent to their work.................				
6. Faculty members who need safety education courses are encouraged to attend college-credit classes, workshops and seminars in safety education.........				
Schoolwide Safety Instruction				
7. The overall safety education program is designed to:				
a. help students learn safe practices for use in meeting day-to-day situations..................				
b. develop in each student a positive sense of personal responsibility for his own safety and that of others..				
c. help students understand that efficient ways of doing things are the safe ways.................				
d. help students recognize and cope with dangerous situations and hazards.........................				
e. offer learning experiences requiring application of safety practices............................				
f. develop habits of cooperation in solving common safety problems.................................				
g. develop positive attitudes toward organized efforts for public safety.........................				
f. contribute to the achievement of a positive philosophy of life and and of the basic purposes of education..				
8. The following teaching techniques and materials are typical of those used in our broad program of safety instruction:				
a. student discussion directly related to the safe and efficient use of equipment..................				
b. audio-visual aids which deal with various aspects of safety..................................				
c. dramatization of safety principles..............				
d. supplementary audio-visual materials on various safety topics..................................				
e. pictures, posters and teaching charts concerned with safety...................................				
f. student safety organization and/or school patrol activity.......................................				
g. class and assembly presentations by policemen, firemen and other specialists..................				
h. suited to students' maturity levels, needs and interests.......................................				
i. come from reliable sources......................				
9. A curriculum guide on safety has been developed for each grade level and safety education has been integrated into the total instructional program........				
10. Classroom teachers in all grades and curriculum areas are provided with adequate safety education materials and sources where additional materials can be obtained..				
11. Textbooks used include pertinent safety materials.				
12. The school library makes available reference materials on safety for use by teachers & students..				
13. Classroom instruction in safety includes consideration of identifying and coping with all environmental hazards in and out of school and related to every day situations..............................				

	YES	PARTLY	NO	NA
14. Accident statistics of the community are included in the safety instructional program				
15. At the proper grade level, safe cycling instructions are offered				
Driver and Traffic Safety Education				
16. A nationally approved and D. O. E. sponsored Driver and Traffic Safety Education is offered to every student who wants to finish it during his or her eligible years				
Special				
17. Students are informed of traffic hazards related to the school urged to use the least hazardous routes, home to school to home				
18. Students are informed of special hazards and safety rules in subjects like science, physical ed, athletics, home economics, industrial arts, and before each field trip, excursion, picnic, camp, special activity, etc				
19. Student groups using stage, auditorium, cafeteria, gym, athletic grounds and other special parts of the school are instructed competently on safety practices and injury risks at all times				
20. All school and non-school workers at school are instructed, supervised and checked for safe practices at all times				
PROTECTION				
Fire				
1. A periodic check is made of all fire extinguishers so that each is properly located, filled and ready for immediate use				
2. Outdoor fire hose connections are inspected regularly by representatives of the fire department				
3. Local fire prevention authority regularly inspects the school and makes the report a matter of record.				
4. Stairways and other vertical openings in the buildings are enclosed by fire-resistant material, with self-closing fire doors at each floor level				
5. Wastepaper chutes and self-closing doors are fire-resistant				
6. Openings in floors and partitions through which pipes pass are equipped with fire-stops to prevent passage of fire or smoke				
7. School buildings are free from concealed spaces where dangerous gases might accumulate and through which fire might spread				
8. Water-heating boilers are located in easily accessible places but not in classrooms or other locations of public assembly				
9. There is a substitute device available readily for manually sounding the fire alarm when the electric alarm system fails				
10. Fire alarm stations are located at conspicuous and accessible points, with at least one on each floor				
11. A standard screw thread is used on fire hose couplings and hydrants in and around the school				

12. A sufficient number of fire extinguishers

	YES	PARTLY	NO	NA
of the correct type are located backstage, in assembly areas, shops, laboratories, and food preparation areas				
13. Indepentently powered lights direct the way to fire escapes				
14. Heating and fuel facilities are separated from other portions of buildings by fire-resistant walls, ceilings, and officially approved fire doors				
15. Steam and hot-water pipes are covered with heat-resistant material where they are adjacent to combustibles and at points where persons may come in contact with them				
16. The automatic sprinkler system:				
a. is inspected annually by a qualified person				
b. has control valves at clearly marked locations.				
c. has main control valves which are locked and tagged in open position				
d. is tested peridically for working order of alarms				
17. There is a remote control switch for shutting off fuel supply to oil-fired furnaces				
18. There are main cut-off valves for gas and oil, properly identified, readily accessible and located far enough from buildings to be out of the "heat zone" in case of fire				
19. If oil is fed to burners by gravity, anti-siphoning devices have been installed				
20. Rigid piping is used for connecting gas appliances to the source of supply				
21. Self-closing fire doors used to separate sections of the building and actuated by a fusible link or other device are tested monthly to assure proper operation				
22. Fire-fighting equipment is regularly and thoroughly inspected and kept in good operating condition through such steps as checking interior hoses for rot and cracks, flushing out interior hose valves, and greasing interior hose valve stems				
23. Fire-exit drill directions are posted in each room and congregating areas of all buildings				
24. Fire doors are kept free of wedges and other obstructions				
25. Panic-bar locks are inspected regularly and maintained properly so that additional locks, bolts, or chains are unnecessary and are not used				
26. Exit doors are kept unlocked and unobstructed during school hours and when buildings are in use.				
27. The water supply, water pressure, and the number of fire-extinguishing devices are sufficient for effectively fighting fire in any part of any building				
28. The water supply to water heaters is not shut off overnight or on weekends				
29. Waste and refuse are collected daily from classrooms, shops, laboratories and other areas				
30. Trash is baled or bundled and removed daily from buildings or kept in an enclosed fire-resistant room until removed				

	YES	PARTLY	NO	NA
31. Collections of wastepaper and refuse are deposited in metal or other fire-resistant containers.......				
32. If trash is burned on the premises, the local fire department has approved the schedule and method...				
33. Tightly covered metal receptacles are used for storage of sweeping compounds, oily rags, mops, and other combustible materials........................				
34. Effective malodorants are used for the easy and safe detection of gas leaks......................				
35. A large flame-proofed blanket or other effective device is readily available in kitchens, labs and shops for use in case a person's clothing ignites.				
36. Approved safety cans are used for storing even the smallest amounts of such flammable liquids like kerosene, gasoline and acetone......................				

Structure

	YES	PARTLY	NO	NA
37. Building-exit facilities conform to the minimum standards prescribed by the local or state building exit code....................................				
38. Exits provide uninterrupted passage from the building to the sidewalk or grounds outside............				
39. There are two or more exits from each floor which are well-located and on different sides of each building..				
40. Exit doors open outward from classrooms, fire escape, auditorium, cafeteria, assembly areas & gym.				
41. Each shop, home economics room, science lab and cafeteria has no fewer than two widely separated exits..				
42. Stairways, halls and passageways have conspicuous signs on the walls to direct occupants toward building exits..................................				
43. Floor numbers are clearly indicated at each stairway..				
44. Window screening on the first floors and at fire escapes can be easily unfastened from the inside to permit emergency escape........................				
45. Windows are constructed so that small children cannot fall out..................................				
46. Chalkboards and bulletin boards are low enough for pupils and teachers to reach without standing on chairs or other devices..........................				
47. The exterior of each building is free from unsafe projections such as out-swinging windows at the first-floor and basement levels..................				
48. If locker units are housed in hallways, they are recessed and fastened firmly to the wall..........				
49. Fountains, upright supports, and other obstructions are recessed, screened flush with the wall, or padded and properly marked....................				
50. All seating equipment is frequently inspected and kept in good condition...........................				
51. Signs indicating maximum occupancy are posted in each room..				
52. Hallways are free from furniture and obstructions.				
53. Stairways are equipped with handrails.............				

	YES	PARTLY	NO	NA
54. Attic and basement rooms, shops and spaces under stairways are kept clean				
55. Classrooms, labs, shops, auditorium, cafeteria, stairways, and hallways are well-lighted and aired				
56. Stairways, hallways, exists and fire-escapes (including approaches to them) are kept free from any kind of obstruction at all times				
57. There is a definite procedure understood and effective whereby the custodial staff receives immediate reports of broken furniture or damaged equipment				
58. Prevention of slippery walkways and correction of slippery ones are constantly maintained				
59. Floor surfaces are inspected regularly for possible hazards due to constant wear and tear				
60. Portable electric extension cords are of officially approved length and type				
61. Electric switchboards, fuse boxes, high-voltage connections, and bare or non-insulated connections are kept under lock and key by the principal and the custodial staff				
62. The air-conditioning system:				
a. is inspected annually by an expert				
b. has ducts lined with fire-resistant material				
c. makes use of officially approved types of filter				
d. contains refrigerant of a type which has low flammability and toxicity				
63. Ceilings and walls are examined periodically for loose plaster and other defects				
69. Paint containing lead has not been used				
70. Trees on the school grounds are kept free from low-hanging and otherwise hazardous branches				

Special Concerns - Physical Education

	YES	PARTLY	NO	NA
71. When playground, gym, pool or shower room areas are in use, active supervision is provided by responsible adults who are aware of hazards, precautions and safeguards which are peculiar to the involved surroundings and environment				
72. Inspection of equipment and environmental factors of these areas is made with a checklist to make certain no important item is overlooked				
73. Sufficient space exists between pieces of playground apparatus to prevent accidental collisions.				
74. Swings and other pieces of playground apparatus are frequently and regularly inspected to assure that they are securely anchored and in safe condition for use				
75. Playground equipment is designed for maximum safety of users and approved by an expert or a qualified committee				
76. Physical activity areas are adequately fenced or are located well away from streets, driveways and walkways				
77. There are separate areas on the playground where various grade levels of students may participate in physical activities without interference from other student groups				

	YES	PARTLY	NO	NA
78. When students participate in athletic activities, sufficient space is provided, obstructions are removed and boundary lines are clearly marked.......				
79. At regular intervals, loose sticks, stones, glass and other debris are removed from grounds and play areas.......................................				
80. An analysis of special hazards is used as a basis for safety instruction which precedes all new physical activities..................................				
81. Protective devices, materials and manpower are used under and around play apparatus and gym equipment to help break impact in case of a fall.......				
82. All paved playground areas have smooth and skid-resistant surface................................				
83. Gym and playground equipment is frequently and regularly inspected for safe condition..............				
84. Gym floors are free of splinters, uneven spots and treated to provide non-slip surface...............				
85. Gym windows, light fixtures, clocks and thermometers are screened or otherwise protected against breakage..				
86. Lifeguards are continuously on duty whenever the swimming pool is in use...........................				
87. Water in the swimming pool is regularly tested for bacterial content................................				
88. Swimming pool water is properly treated to retard bacteria growth................................				
89. Auxilliary lifesaving equipment are readily available in the swimming pool area....................				
90. Various depths are marked in the swimming pool....				
91. Regulations regarding safe behavior in the vicinity of the swimming pool are posted and enforced......				

Special Concerns - Auditorium/Cafetorium

	YES	PARTLY	NO	NA
92. Supervisors of stage activities are quite familiar with and enforce safe practices to be followed in the stage area..................................				
93. The auditorium exists are adequate enough in size and numbers so that a full audience can be evacuated within two minutes............................				
94. Each auditorium exit is clearly identified by an "EXIT" sign which is lighted when the auditorium is in use.......................................				
95. Stage equipment is regularly inspected by a qualified person or committee, with special attention to the testing of ropes and counterweightS........				
96. Electrical wiring and apparatus in the stage area are regularly inspected by a licensed electrician.				
97. Use of fire, lighted candles, fireworks and firearms are prohibited on stage.....................				
98. Use of costumes made of non-flameproofed crepe paper or gauze-like materials is prohibited.........				
99. Curtains, hangings, improvised scenery and other similar stage props have been treated to make them flame-resistant....................................				
100. The stage area, including space beneath the stage, is free of discarded scenery and unnecessary properties and trash..............................				

	YES	PARTLY	NO	NA
Special Concerns - Laboratories and Shops				
101. Persons in charge of these areas periodically inspect equipment and environmental factors, using a checklist so that no important safety consideration is overlooked				
102. These areas are equipped with appropriate emergency devices and facilities				
103. Anyone involved in hazardous operations is required to wear personal protective equipment such as goggles, aprons, gloves, etc				
104. Safeguards are provided in these areas through:				
a. careful housekeeping routines				
b. approved installation and maintenance of machinery and equipment				
c. use of appropriate guards such as master switches for electrical equipment, screens to protect operators from chipping hazards, point-of-operation guards on power tools, and painted safety zones around hazardous machines				
105. Pupils are permitted to use power tools only when qualified through adequate instruction and only under direct supervision of a teacher				
106. Conspicuous notice of regulations, hazards, and precautions is posted in each laboratory or shop.				
107. Persons in charge of these areas regularly report hazardous conditions to the administrative staff.				
108. Every reported hazardous condition is eliminated or corrected as soon as reported (every effort is made)				
109. Students do not wear jewelry, loose-fitting clothing or loose long hair which could cause accident-injury while using special tools and equipment...				
110. School shops are regularly inspected by a representative of the state industrial department, an insurance carrier or other qualified agency like OSHA				
111. Competent first-aid is immediately available in laboratories and shops				
Special Concerns - Food Preparation Facilities				
112. Student and employee activities in cafeteria and home economics areas are supervised so that the probability of an accident is kept to a minimum..				
113. Special rules and regulations for students and employees in these activities have been developed, posted and enforced				
114. Employees and students use safe practices to prevent fires, cuts from knives and slicers, burns, falls, sliding, etc				
115. The areas, equipment, furnishings, fixtures and facilities are regularly inspected by a competent expert and kept in a safe operating condition....				
116. Use of hairnets is enforced				
117. Health requirements for students and employees of food services are observed				

	YES	PARTLY	NO	NA
Other Special Concerns				
118. Our school provides adequate and satisfactory health services				
119. Trenched walkways are prevented or corrected				
120. Flowering shrubs attractive to bees are not planted along walkways or paths of regular student traffic and movement				
121. All drinking fountains are kept clean and sanitary				
122. All wash basins are conveniently located and adequate for our needs				
123. Soap and paper towels are adequate and always available at wash basins and in bathrooms				
124. Wash basins are kept clean and sanitary				
125. Bathrooms and fixtures are kept clean, sanitary, well-lighted and adequate for our needs				
126. Sanitary napkin dispensers with satisfactory disposal units are supplied in girls' bathrooms				
127. Blinds, shades, drapes, seating arrangements, etc. are controlled to protect students from glare and direct rays of the sun				
128. Ventilation of rooms and areas for all student activities and studies is adequate				

COMMITTEE MEMBERS' SIGNATURE

Name	Representing

PRINTING INSTRUCTIONS
Proposed "School Health and Safety Inventory" .

1. Four copies of NCR paper per page.
2. Inventory, 13 pages per set.
3. 500 sets to print.
4. One set = 13 pages X 4 copies = 42 NCR paper X 500 sets = 21,000 NCR.
5. Each NCR paper to have printed at the bottom:

- DISTRIBUTION: white-school; canary-district; pink & goldenrod-student safety, OIS. (please staple each color-set)

NATIONAL SCHOOL SAFETY HONOR ROLL PROGRAM

EVALUATION CHECK LIST AND TESTIMONIAL
FOR ELEMENTARY AND SECONDARY SCHOOLS

Mail to person below
before:

OR (if left blank) before April 15,
mail to:

School and College Department
National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

Note: One application must be filled out for each school applying for Honor Roll recognition.

BASIC INFORMATION

city	state	county
school	address	zip

This will be the first ☐ or _______ year of participation.

If given Honor Roll recognition, the school should be listed under the following:

____________________ city ☐ or county ☐ .
(name of city or county)

School is public ☐ or nonpublic ☐ .

School includes all grades circled: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,

Further correspondence should be addressed to:

____
(name) (position)

____
(address) (city) (state) (zip)

TESTIMONIAL

We, the undersigned, have investigated the safety education program of the above school and believe it merits listing on the National School Safety Honor Roll.

Recommended by the committee as follows:

Signature of Principal ______________________________

Signature of School Honor Roll Co-ordinator ______________________________

Signature of Student Leader ______________________________ (Title)

Signature of President of relevant Parent Group (if applicable) ______________________________

Signature of Safety Education Supervisor (if applicable) ______________________________

Signature of President of Local Safety Council (if applicable) ______________________________

Date: ____________________

EVALUATION CHECK LIST

Safety education programs differ from school to school due to variations in local needs. Your program, therefore, may include activities not listed. Below are some of the safety activities engaged in by a number of schools with good safety education programs. If your school completes the activities listed for your year of participation, we believe you will have the nucleus for a successful program.

Notes: *Items required for elementary schools only.
**Items required for secondary schools only.
All other items apply for both elementary and secondary schools.

First Year Participation: The National Safety Council does not attempt to outline a specific program which must be followed. However, enough items must be checked to indicate a well-rounded program which serves the community needs. The items below are important to establish in the first year of participation in the Honor Roll Program. Be sure to check items on the form which you have in operation or are inaugurating.

YES NO

1. Your school or school system has adopted a safety policy statement. .. ☐ ☐

2. A student accident reporting system is in existence. .... ☐ ☐

3. One person in the school building(s) has been designated to channel safety information from the school system safety education supervisor or administrative office to the teaching staff. .... ☐ ☐

**4. A course in driver education which meets national standards is provided. .... ☐ ☐

Years Two to Five Inclusive: The following activities, numbered five through twenty-two are effective activities for your safety education program. While all of these activities need not be initiated at once, you should be participating in each by the end of the fifth year. Be sure to check other activities, listed elsewhere, which you presently are including in your school's program.

5. Accident reports are sent to the safety education supervisor at least once a month for analysis. .... ☐ ☐

6. A disaster preparedness program is in operation. .... ☐ ☐

7. A student safety council or other student safety group (such as the student council, safety patrol, playground patrol, or junior fire marshals) has conducted suitable safety activities throughout the school year (for example, providing exhibit material, assembly programs, and clean-up campaigns). .... ☐ ☐

8. A program of staff instruction in the use of fire extinguishers and a total school program of instruction in the use of the fire alarm system have been carried out. .... ☐ ☐

9. At least one fire drill per month during the school year has been conducted at varying unannounced times and under conditions which simulated actual fire situations (including blocked exits) and which resulted in complete evacuation in two minutes or less. .... ☐ ☐

	YES	NO
10. There has been established and used a student-faculty, faculty-parent, or faculty-community safety committee to provide coordination between the school safety education program and the community safety program. (Underline which one applies.)	☐	☐
11. Regular safety exhibits or bulletin boards have been displayed.	☐	☐
12. An appropriate procedure for students, teachers, and other personnel to submit suggestions concerning the elimination of hazardous conditions within the school environment is in existence.	☐	☐
13. There is a pedestrian instruction program.	☐	☐
*14. Students have received supervised practice in		
a. Crossing the street.	☐	☐
b. Using all types of playground equipment.	☐	☐
c. Using the school transportation system.	☐	☐
15. Special safety instruction is provided for special occasions and holidays.	☐	☐
16. Regular safety inspections of school buildings, grounds, and equipment for elimination of hazards were made by school, state and local authorities, and by voluntary inspection services offered by your community (e.g. American Society of Safety Engineers; insurance underwriters).	☐	☐
17. Building conditions and fire safety practices are in compliance with state and local legal requirements and recommended standards of the National Fire Protection Association and the National Board of Fire Underwriters. School officials have taken action to correct those conditions and practices found deficient.	☐	☐
*18. The school has participated in periodic surveys to review conditions and needs in school-crossing protection with participation by official agencies and interested lay groups. As a result of these surveys, instruction has been given to school safety patrols, and/or adult crossing guards, and/or police officers, and additional personnel have been provided if warranted.	☐	☐
19. The school has participated in one or more of the following programs: the American Automobile Association Pedestrian Protection Contest, the National Student Traffic Safety Association Program, the National High School Driver Education Achievement Award Program or others (please list). ____________________ ____________________	☐	☐
20. Information based on current needs, has been provided for parents, vendors, and other interested people who drive in the school area (for example, traffic patterns in picking up and dropping off students or in attending school activities).	☐	☐
**21. Students and teachers have aided the library in developing and maintaining a clipping file of accidents or safety activities and materials.	☐	☐

YES NO

*22. The school has cooperated in a bicycle safety program, including to and from school, parking, care of bicycle, and bicycle registration and inspection. .... ☐ ☐

Years Six to Ten Inclusive: In addition to items one through twenty-two, the following items should be included. Be sure to check activities listed elsewhere which are included in your program.

23. Students have participated in the formulation of a code for safe living. .... ☐ ☐

24. A comprehensive instructional safety program, covering fire, traffic, school, and home safety is in effect. .... ☐ ☐

**25. An extensive program of student projects and activities for improvement of traffic safety in and around the school has been conducted (such as student traffic and student parking surveys). .... ☐ ☐

26. There is a program of instruction, both curricular and extracurricular on the proper use of safety devices, guards, exhaust hoods, safety hoods, safety signs, personal protective equipment, safety glasses or face shields, mouthpiece protective devices, and shin guards, where appropriate. .... ☐ ☐

27. Audio-visual aids were used to instruct and/or motivate safety programs. .... ☐ ☐

28. One or more groups of students have visited:
- a. Fire department ☐ ☐
- b. Police department ☐ ☐
- c. Traffic engineering department ☐ ☐
- d. Traffic court ☐ ☐
- e. Others (list) _____ ☐ ☐

____

29. How many safety assemblies were held? _____________________

30. A spot map of accident locations was maintained and utilized. .... ☐ ☐

31. Students have created posters or other artwork, written songs, jingles, or poetry emphazing safety. .... ☐ ☐

32. Please explain briefly the most significant safety activity (ies) your school has participated in during the year. (Use the back page if necessary.) _____________________

____

____

Years Eleven to Fifteen Inclusive: In addition to activities one through thirty-two, all of the following activities should be incorporated into your program.

33. A safety speaker or program (student or faculty) has been furnished to a community organization. .... ☐ ☐

	YES	NO
34. The public has been invited to school sponsored safety activities such as debates, panel discussions, forums, or others.	☐	☐
35. A safety program involving students has been broadcast on the school public address system or area radio or television station. Describe briefly. ________________________________	☐	☐
36. The school has made use of public information media to inform parents and the community about the school safety education program.	☐	☐
37. Students have made slides, drawings, or posters of accident statistics to make them more meaningful.	☐	☐
38. The school has contributed to or cooperated in a system-wide preparation of a safety manual or course within the last ten years.	☐	☐
39. Descriptions of safe practices have been provided for the school newspaper, local newspapers, School Safety or other magazines, newsletters, or radio or television stations.	☐	☐
40. The school has cooperated in community safety activities (such as Fire Prevention Week, clean-up week, and voluntary motor-vehicle inspections).	☐	☐

Years Sixteen and Over: In addition to items one through forty, schools are to use their own initiative to upgrade their safety education programs. Briefly describe these activities and attach these descriptions to your application.

PRELIMINARY RESULTS OF WATER SAFETY SURVEY

The following preliminary results have been derived from a survey of children of Oahu who participated in camping activities at Camp Kualoa during the summer of 1974. Results have been tabulated from a Water Safety Questionnaire which was completed by the children prior to taking part in swimming or boating activity at the camp. More detailed analysis of the questionnaires will attempt to determine differences in abilities, skills, and interests in realtion to the residential locations of the children.

This survey encompasses the results of 4,583 completed questionnaires. From this group the following information has been derived.

SKILLS

Number who claim they can swim 50 yards	1,881	or	41%
Number who actually passed 50 yard swim test. (Only volunteers were tested)	1,316	or	29%
Number who claim they can float or tread water	2,915	or	63%
Number who claim they have been taught to swim. (Some duplication probable)			
By parents or friends:	1,466	or	32%
In organized swim classes:	1,842	or	40%

INTERESTS

Number who go to the beach at least once a month.	3,338	or	73%
Number who have body surfed.	2,102	or	46%
Number who have paipo surfed.	979	or	21%
Number who have board surfed.	727	or	16%
Number who have been skin diving.	1,443	or	31%
Number who have gone fishing.	3,805	or	83%
Number who have been on a boat or canoe (any kind, any circumstance)	3,453	or	75%

NOTE: Survey group comprised of children in the 7-13 age range.

1701-15

VOLUNTEERS FOR DEPARTMENT-RELATED ACTIVITIES

POLICY

Volunteer activity is defined as any activity sponsored by the Department which a person performs without compensation, subject to the Department's control.

Any principal may authorize volunteers to perform services within the definition of a volunteer activity, provided volunteers shall not be used to replace, delay, or prevent appointment of regular employees, or render services for which government funds are available.

The recruitment, use and supervision of volunteers are responsibilities of the school administration.

1701-15.1

REGULATIONS

The principal shall review and approve all requests for volunteer activities. In the review, the principal shall consider the authorized duties that the volunteers shall be performing along with the physical, mental, emotional, and other appropriate qualifications of the volunteers. The principal shall also review the appropriateness of the activities involved and supervision to be provided.

The principal shall designate a person to whom the volunteers shall report. Such person shall supervise volunteer activities.

Volunteers shall be oriented on their authorized duties by the principal or his designee.

(Material to be deleted is bracketed. New Material is underscored.)

1110-2

[DEMONSTRATION AND DISORDER]
PROTECTION OF PERSONS AND PROPERTY
POLICY

The department shall establish procedures to protect persons and property, to preserve the peace, and to maintain order consistent with school rules and regulations during [any demonstration and disorder.] the school day and at activities sponsored by the school.

The department shall, in addition, establish procedures to protect school property from arson, theft and vandalism during those hours that the school is not in operation.

Adopted: 8/70

(Material to be deleted is bracketed. New material is underscored.)

1110-2.1

[DEMONSTRATION AND DISORDER]
PROTECTION OF PERSONS AND PROPERTY
REGULATIONS

1. The principal shall formulate a plan for the protection of persons and property during [any demonstration and disorder.] the school day and at school-sponsored activities, and the protection of property during non-school hours and days.

2. The plan shall include, among other things, a) rules governing the conduct of students while they are involved in school-sponsored activities on and off the campus, b) procedures for enforcing and dealing with infractions of those rules, c) procedures for dealing with disturbances and other activities that would result in the police being called to the campus by the school administration, d) procedures to be used by the school administration to follow-up every report of threat made against an individual, e) procedures to deal with trespassers and unruly students, f) procedures that would enable the school principal or his designee to reply swiftly and officially to questions that the public and media may ask concerning a disturbance or event, and g) procedures to supervise situations or specific areas on the campus that are known to be dangerous to students. However, the exercise of reasonable supervision, which this plan attempts to foster, does not require the supervision of every area or situation on the campus.

3. Rules of conduct and procedures shall take into account the age and maturity of students. Special rules may need to be issued for special categories of students and for special events.

4. Procedures to enforce rules of conduct should be written to reflect the role of the teacher with respect to the maintenance of control and discipline in the school as defined in writing each year by the Superintendent.

5. Students, teachers and parents should be involved in establishing those rules of conduct to the extent that they may contribute their ideas and support.

6. Sections of the plan which are pertinent to students should be reviewed with both students and staff.

7. The principal shall submit the plan to the district superintendent for approval.

Reactions by Personnel Attending the Superintendent's
August 20-22, 1975

Listing of Priorities by the Various Groups

PLANT SECURITY

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
		1	1		7		1	1		1	1	1	1	Combine Night Patrol Services with Burglar Alarms.	$ 803,726
		2	2		5					2		7	2	Provide elementary and intermediate schools with $1 per ADA (This is an incentive program where funds can be used for worthwhile school projects unless it is needed to repair vandalism at the school).	704,000
	1	3	3		3					3	1	6	3	Implement an Incident Reporting/Analysis System (This system standardizes and computerizes burglaries, vandalism and fire incidents so that the data can be analyzed).	6,801
		4	4		6					4		5	4	Encourage Public Awareness Programs (Informing students and parents of the money being lost which could be spent on education).	current svcs.
		5	5		2					5		4	5	Improve School Security Practices and Inspection Procedures (This alternative provides suggestions concerning housekeeping, storage, lock-up procedures, inspections, etc.)	current svcs.
		6	6		1		1	1/2		6	1	3	6	Revise Construction and Repair and Maintenance Guidelines.	current svcs.
shift up		7	7	shift up	4					7		2	7	Review Mainland Parent Restitution Programs for use in Hawaii (In cases where vandals or burglars are caught, the prepetrator or parents in the case of juvenile offenders, would pay for the repairs of property or equipment).	current svcs.

Note: 1) Rating with a slash (/) in between means "either the first rating or the second rating."
2) Some groups did not indicate rating preference and/or preferred not to prioritize recommendations.

PLANT SECURITY

State and District Group I - Chairman: Wallace Aki
Recorder: Robert Donigan

Priority #7: (Parent Restitution Program). Prefer to have this priority moved up higher to shift responsibility where it belongs--to the parents. But in the case of welfare families, how would you get restitution, except through working it off. Is it legal? Needs review and research on mainland experience.

State and District Group IV - Chairman: Gerald Sada
Recorder: Elaine Kono

1. Are the priority rankings acceptable?

Perhaps prioritizing should not be the task at hand. Rather, get some current data on various forms of needs for plant security (e.g. burglary, vandalism, etc.) before getting on to priority. We question relevance of prioritizing.

Priority #2: (Providing $1 per ADA). If data collection of vandalism, burglary, etc. is done, it would probably show realistic needs for prevention or monitoring.

Priority #3: Maybe Priority #1.

Priority #4 - 7: Since these are under current services, they may not be prioritized if funding is the criterion for prioritizing.

2. Do you forsee problems in implementing any of the alternatives?

In view of the fact that this report will be given to the "field" for reaction--complete with support data on the priority items and on recommendations--let's wait for such a time to give reactions for the remainder of the material on the Safety question.

State and District Group VI - Chairman: Evangeline Barney
Recorder: Saburo Watanabe

1. Are the priority rankings acceptable?

Since it is difficult to prioritize items in this section, the group felt that the order of priority items should remain. However, the group recommends that there should be a clarification on the interpretation of priority item #2.

State and District Group VII - Chairman: Hironobu Hino
Recorder: Miles Kawatachi

Are the priority rankings acceptable?

Yes. After much discussion and deliberation the priorities, it was concluded, considering the special task force's 6-month efforts including much research and documentation unavailable to members of Group VII, that the priority recommendations are acceptable.

Primarily in the area of sufficient funding and manpower, however, those areas under "current services" should be conducted as expeditiously as possible.

State and District Group IX - Chairman: Richard Port
Recorder: Violet Todoki

Priority #2: (Providing $1 for ADA). Unnecessary and not germaine to plant security. It would be more feasible to give this money to DAGS to implement Priorities 6 and 7--Revise Construction and Repair & Maintenance Guidelines; Review Parent Restitution Prog.

Priority #7: (Parent Restitution Programs). Move it to higher priority. This should not only be reviewed but implemented selectively as well. Present laws may need amending.

Include fire sensor system connected to siren or central fire station because most events occur after school hours. This is biggest loss item. Cost it out and trial use with selected schools.

Consider microfilming of vital documents now being lost in fires.

Elementary Group II - Chairman: Chairman: Champ Ono
Recorder: Lucille Wong

Priority #2: (Providing $1 for ADA). Why was the high school division left out in the $1 ADA funds for repair of vandalism or to be used for other projects?

Priority #3: (Implementation of Incident Reporting/Analysis System). There is greater need for the enforcement of the "No Trespassing Law" by the Police Department. As it stands at present, children and parents flaunt this law and the Police Department has taken the position of only warning and telling them to leave the campus. Children should not be imprisoned for this act, but parents should be notified--warned.

Priority #6: (Revise Construction and Repair and Maintenance Guidelines). School yards should be fenced completely. At one school this was done and vandalism was reduced; security bars also should be placed as requested by the principals.

Guidelines for building security and for establishing buildings to prevent vandalism are needed prior to the construction.

Priority #6 to be moved to Priority #1.

Priority #7: (Parent Restitution Program). Include student restitution be made as well as parent restitutions; a legal statement is needed for consistency in the above.

Priority #7 to be moved to Priority #4.

Priority Reorder: 7, 5, 3, 6, 2, 1, 4.

Elementary Group III - Chairman: Arthur Ouye
Recorder: Ronald Spinney

Are the priority rankings acceptable?

Not enough data for us to prioritize intelligently--not enough specifics, e.g. how many schools to have night patrol services?

Look at preventative measures; educate people.

Look at what we can do? Plant security or Beautification --
  Shrubs - hiding places for vandals
  Which is more important?
  Go for aesthetic values - reduce security

Intermediate Group I - Chairman: Hiroshi Nishida
Morris Kimoto

Priority #1: (Combine night patrols w/Burglar alarms). Sounds quite worthwhile but is it our (DOE's) responsibility? This simply increases the cost of education. Isn't this the responsibility of the police or some other agency (DAGS), etc.?

Priority #2: (Providing $1 for ADA). Sounds rather piecemeal and may not be that effective. Not enough information on Priority #2 (ADA).

Priority #6: (Revise Construction and Repair and Maintenance Guidelines). Priority #6, with revision--"Repair Schools" perhaps should be Priority #1. Let's shape up our schools.

We all agreed that "Plant Security" is an important area. However, instead of all the listing of priorities, let's concentrate on two important areas: (Therefore two items on Priority #1)

1. Combine night patrol services with burglar alarms.
2. Repair schools - more funds and personnel

Intermediate Group II - Chairman: Albert Tamaribuchi
Recorder: Thomas Yano

Priority #1: (Combine night patrols w/burglar alarms). Would like to include and reword as "Combine Night Patrol Services and Non-School Hours.

Priority #1: Add alternative of resident security personnel as a deterrent factor in security measure

Priority #6: (Revise Construction and Repair and Maintenance Guidelines) To be moved to #2 ranking.

General Reactions of both Intermediate Groups I and II

1. Both groups felt priorty 6 should be higher, #1 or #2.
2. Rewording of Priority #1 to include "non-school hours" instead of night. This would then include the day light hours during weekends and holidays.
3. A question of resident security personnel, watchman similar to the Parade Magazine article on resident personnel to curb vandalism was brought up. Seems an alternative worth looking into with schools dropping enrollments and empty classroom becoming increasingly evident.
4. The question brought up as to the agency responsible for Priority #1. Shouldn't it be DAGS?
5. One group suggested forgetting the priorities and concentrating on Priority 1 and 6 (night patrol w/burglar alarms and repair schools with more funds and personnel.

High School Group I - Chairman: Richard Matsunaga
Recorder: Gordon Ozawa

Priority # 1: (Combine night patrol services w/burglar alarms).

- Are we to assume all schools have these services?
- Combine or establish?
- Change to provide -- at all schools

Priority #2: (Providing $1 for ADA).

- Very often vandalism caused by other students and not your own. May cause rivalry. Priority wrong.
- Unfairly puts stress on school vandalized. Question use of that as an incentive.
- Discriminatory and penalize schools in high vandalism area and reward schools in "good" areas. Also questionable incentive.

Priority #3: (Implement Incident Reporting/Analysis System).

- Will it be useful?
- Don't we report?
- Need statewide.
- Priority should be shifted though it should remain on list.
- Include school administrator in the revisions of any program.

Priority #4: (Public Awareness Program).

- Report only as incident occurs.
- Should it be a program?

Priority #5: (Improve School Security Practices and Inspection Procedures).

- Should be systematized -- there should be development of guidelines.
- Take a look at specs with windows toward streets for night visibility; automatic false alarm system.

Priority #6: (Revise Construction and Repair and Maintenance Guidelines).

- Does this mean statewide?
- Emphasis should be on maintenance -- too often no programmed maintenance which results in repair.

- Should schools have the funds to go out for R&M since priority changes?
- Establish a statewide systematized maintenance program.

Priority #7: (Parent Restitution Program). Adopt rather than review Restitution Program.

High School Group IV - Chairman: Milton Shishido
Recorder: Cynthia Leong

1. Are the priority rankings acceptable?

   Accepted.

2. Do you forsee problems in implementing any of the alternatives?

   Where would funding come from?

Unidentified Group #1

Priorities 1 & 6: (Night Patrol Services w/Burglar Alarms; Revise Construction and Repair and Maintenance). Combine Priorities 1 & 6 into Priority #1 with heavy emphasis on R&M. District facilities committees should be empowered to set priorities by complex involvement through input by "link pinning."

R&M priority might be to develop ways of increasing security without making facilities look like fortresses.

Unidentified Group #2

Priority #1: (Night Patrol Services w/Burglar Alarms) Modify to read: Combine Night Patrol Services w/Burglar Alarms for All Schools; also Feasibility for Weekend Day Patrol for All Schools.

This should remain as Priority #1.

Priority #2: (Providing $1 for ADA). Why isn't high schools included?

Priority to be shifted to Priority #7.

Priority #3: (Implementation of Incident Reporting/Analysis System). Shift to Priority #6.

Priority #4: (Public Awareness Program). Shift to Priority #5.

Priority #5: (Improve School Security Practices and Inspection Procedures). Shift to Priority #4.

Priority #6: (Revise Construction and Repair and Maintenance Guidelines). Shift to Priority #3.

Priority #7: (Parent Restitution Program). Shift to Priority #2.

Reactions by Personnel Attending the Superintendent's
August 20-22, 1975

CAMPUS BEAUTIFICATION

Listing of Priorities by the Various Groups

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
Absorb in #2			1	1	4				1	8		5	1	Conduct a Program of Regular Inspections and Follow-Through (Requesting that school administrators make scheduled inspections on the physical condition including aesthetic considerations, of the schools).	$ 12,000
1			2	2	3				2	6		7	2	Establish a Campus Beautification Committee in Each School (The Committee would be composed of students, parents, community organization representatives, and school personnel. The tasks would be to consider total beautification needs of the schools, to place them in priority order, and to coordinate accomplishment. Operating expenses are estimated to be $50 per year).	67,500
6		4	3		Delete				3	7		6	3	Conduct In-service Workshops for School Administrators (Workshops would be conducted by the State landscape architect).	30,000
5			4		2		1	1	4	3	?	3	4	Expedite Responses to Work Order Requests (This recommendation would set limits on the number of hours or days by which any work order request must leave the desks of principals, district office personnel, and state office personnel).	current svcs.
2			5	3	1	Move #5 higher up			5	5		4	5	Increase the Number of Lawn Mower Operators (Increasing the number of operators in the Auxiliary Services Section of the Office of Business Services would result in decreasing the interval between mowings).	384,000

Listing of Priorities
by the Various Groups

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
4		1	6	4	1		2	2	6	4	1/2	1	6	Support DAGS in Acquiring More Contractual Services Funds for School Repair and Maintenance (The Department of Education would assess the costs of work requiring action and support DAGS in testimonies to the Legislature).	current svcs.
3		2	7	5	1		2	2	7	2	2	2	7	Support DAGS in Obtaining Additional Personnel for the School Repairs and Maintenance Branch (The Department of Education would testify to DAGS' need at the Legislature).	current svcs.
7		3	8	6			2/3 →	→	Combine w/#1	1	3	5	8	Establish Permanent Ground Maintenance Crews (This recommendation involves continuation of the program now performed by the Comprehensive Employment Training Act employees; the crews perform major or heavy ground maintenance work).	$ 1,020,000

Note:
1) Ratings for Intermediate Groups I and II were taken from the general reactions of the two groups.
2) Ratings with a slash (/) in between means "either the first rating or the second rating."
3) Some groups did not indicate rating preference; some conflicting; some preferred not to prioritize recommendations.

CAMPUS BEAUTIFICATION

State and District Group I

Priority #1: (Program of Regular Inspections and Follow-Through) Should not be necessary a part of the normal job responsibility; can be absorbed in Priority #2.

Priority #3: (Conduct Inservice Workshops for School Administrators). Should custodians be included in workshops? Perhaps administrators are the wrong ones.

Priority #5: (Increase the Number of Lawn Mower Operators). Might be moved up in priority. The mowing or lack of it is most noticeable. Could grass be cut at night or on weekends? Disadvantages--noise to neighbors, safety.

Priorities #6 & 7: (Support DAGS in Acquiring Contractual Funds; Support DAGS in Obtaining Additional Personnel). These two priorities might precede Priority #4.

Reorder: 2, 5, 7, 6, 4, 3, 8. (Priority #1 and #2 should be combined. See statement on Priority #1 above.

State and District Group IV (See comments by this group on page U-1, item 2.)

State and District Group VI

Recommend Priorities Nos. 6, 7, and 8 be moved up above #1, and No. 3 above Priority No. 1.

State and District Group VII (See comments by this group on page U-2.

State and District Group IX

Priority #1: (Program of Inspection and Follow-Through). Include inservice workshop for administrators AND custodians as part of this.

Priority #2: (Establish Campus Beautification Committee). As is.

Priority #5: (Increase Number of Lawn Mower Operators). Better to have more efficient lawn mowers than people. There is need to consider type of grass planted from the standpoint of maintenance. Move to priority #3.

Priority #6: (Support DAGS in Acquiring More Contractual Services Funds). Move up to priority #4.

Priority #7: (Support DAGS in Obtaining Additional Personnel for R&M). Move priority up to #5. Expedite responses to work order requests by considering available resources.

Priority #8: (Establish Permanent Ground Maintenance Crews). Establish the permanent ground maintenance crew according to the formula. Move up to priority #6.

Elementary Group II

Priority Reorder: 5, 6, 7 to 1; 4 to 2; 2 to 3; 1 to 4. Delete #3.

Priority #3: (Conduct Inservice Workshops for School Administrators) Priority to be lowered. Service is needed rather than workshops.

The supervisor of custodians should be available to have group and on-campus workshops for custodians. Also, the supervisor will periodically check the proper use of materials and working conditions of custodians.

Elementary Group III

Priority #5: (Increase the Number of Lawn Mower Operators). Move up to higher priority.

Intermediate Group I

Priorities #6 and 7: (Support DAGS in Acquiring More Contractual Funds; Support DAGS in Obtaining Additional Personnel). Move up to Priority #1.

Priority #8: (Permanent Ground Maintenance Crews). Should be moved up to Priority 2 or 3.

Intermediate Group II

Priority #4: (Expedite Responses to Work Order Requests). Should be moved up to Priority #1.

Priority #6: (Support DAGS in Acquiring More Contractual Services Fund). Should be moved up to Priority #2.

Priority #7: (Support DAGS in Obtaining Additional Personnel for R&M). Should be combined with Priority #1.

General Reactions of Intermediate Groups I and II

1. Change priorities: 4 to 1 and 6, 7 to 2.
2. Priority 8 (Establish Permanent Ground Maintenance Crews) also recommended for higher ranking, either 2 or 3. Many did not know such ETA ground crews existed for schools.
3. A comment was made suggesting a district personnel be given responsibility for campus beautification. Not meaning that the principal would relinquish the responsibility but rather have someone take beautification as currently R&M is handled by district personnel.

High School Group I

Priority #1: (Program of Regular Inspection and Follow-Through)

- Leave as is.
- Combine Priority #1 with #8 (Establish Permanent Maintenance Crews)
- Who conducts inspection?
- Present practice eliminates cost.

Priority #2: (Establish Campus Beautification Committee)

- Why $50? Leave as is.
- Expand services to schools and delete cost.
- Leave all but delete cost.
- This is part of the School Advisory Committee rather than a separate committee.

Priority #3: (Conduct Inservice Workshops for School Administrators)

- Expand services to schools and delete cost.

Priority #4: (Expedite Responses to Work Order Requests)

- Problem is getting work done, not getting request in.
- To have repair completed in relative short time to preclude further damage.

Priority #5: (Increase the Number of Lawn Mower Operators)

- District concern.

Priorities #6, 7: (Support DAGS in Acquiring More Contractual Funds; Support DAGS in Obtaining Additional Personnel for R&M)

- Lobby program at legislation.

Priority #8: (Establish Permanent Ground Maintenance Crews).

- Probably cheaper to contract out rather than maintain a crew.
- Combine Priority 8 with 1 (Program of Regular Inspection and Follow-Through).
- More funds need to be set aside for contractual services for R&M.

High School Group IV

1. Are rankings acceptable?

   No. New rankings as follows: 8, 7, 4, 6, 5, 2, 3, 1.

   New: Custodial staffing should be included in the list of remedies; and 100% of the custodial staffing formula should be used instead of the present 70% or 80%.

2. Do you forsee problems in implementing any of the alternatives.

   Funding.

Unidentified Group #1

Priority #1: (Conduct a Program of Regular Inspections and Follow Through). One group questioned $12,000 cost.

Priority #2: (Establish Campus Beautification Committee). Felt money not necessarily needed ($50).

Priority #3: (Conduct Inservice Workshops for School Administrators). Should include custodians in workshops. Lower priority rating.

Priority #4: (Expedite Responses to Work Order Requests). Conflicting suggestions: raise priority to #1; lower rating.

Priority #5: (Increase the Number of Lawn Mower Operators) Increase maintenance persons.

Priority #6: (Support DAGS in Acquiring More Contractual Funds). Raise priority to either #1 or 2.

Priority #7: (Support DAGS in Obtaining Additional Personnel for R&M). Raise priority to #2.

Priority #8: (Establish Ground Maintenance Crews). Raise priority to #3.

Additional Remarks:

1. Beautification should include interjurisdictional areas such as school personnel planning with C&C Park personnel and private industry to beautify a larger area.

2. All improvement hinged upon more money, men and expeditiousness.

3. Schools are educational institutions, many concomitant functions such as JPO, records keeping for vital statistics should be reassigned to appropriate agencies, e.g. police department, Department of Health, etc.

4. Any new jobs taken away from teachers Unit V be done without expectation of giving them to Unit VI personnel without additional appropriate support personnel.

Unidentified Group II

Priority #1: (Conduct a Program of Regular Inspection and Follow-Through)

- Delete: School administrators make scheduled inspections on the physical condition of the schools.
- Lower priority to #5.

Priority #2: (Establish Campus Beautification Committee)

- Delete: The committee would be composed of students, parents, community organization representatives, and school personnel.
- Delete: Operating expenses are estimated to be $50 per year.
- Lower priority to #7.

Priority #3: (Conduct Inservice Workshop for School Administrators).

- Delete
- Lower priority to #6.

Priority #4: (Expedite Responses to Work Order Requests). Raise priority to #3.

Priority #5: (Increase the Number of Lawn Mower Operators). Raise priority to #4.

Priority #6: (Support DAGS in Acquiring More Contractual Services Funds).

- Replace the word "support" with Have.
- Raise priority to #1.

Priority #7: (Support DAGS in Obtaining Additional Personnel for R&M).

- Replace the word "support" with Have.
- Raise priority to #2.

Priority #8: (Establish Permanent Ground Maintenance Crews). Raise priority to #5.

Reactions by Personnel Attending the Superintendent's
August 20-22, 1975

Listing of Priorities by the Various Groups

STUDENT SAFETY

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
		3	1	1	6			1		2		1	1	Provide In-service Training to Teachers In Order to Implement the New Materials from the School Health Education Study (These materials replace the 1960 Health Guide and represent significant new approaches to teaching Health and Safety).	$ 100,000
		4	2	2	4			2		4			2	Implement the National Safety Council Accident Reporting System (This system is comprehensive & systematic; moreover data can be computerized and compared nationally).	3,000
		2	3	3	5		Shift up	3		4			3	Develop Model Campus Safety Rules and Regulations (The program specialist for Student Safety would develop specimen rules and regulations for student conduct. Principals would then modify these rules and regulations to fit their purposes).	current svcs.
		4	4	4	5		Shift up	4		4			4	Develop Model Safety Rules and Regulations for Off-Campus School Sponsored Activities (The program specialists for Student Safety would develop specimen rules and regulations for off campus conduct. Principals would then modify these rules and regulations to fit their purposes).	current svcs.
			5	5	3			5		4		4	5	Establish Safety Committees at the School, District, and State Levels (At the schools, committees would be made up of administrators, teachers, support services personnel, parents, students, and community safety resources. The purposes would be to conduct inspections, make out priority lists, and coordinate safety activities).	current svcs.

Listing of Priorities
by the Various Groups

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
			6	6	3			6		4		5	6	Conduct Safety Inspections by a Local School Committee and Develop Safety Standards and Inspection Procedures for Playground Equipment (The Committee would conduct regularized inspections and follow-through. Playground Equipment Standards do not now exist).	current svcs.
			7	7	2		Delete	7		4		6	7	Prepare a Feasibility Study to Provide Swimming Instruction to All Students (This study will address: the best age to teach swimming, availability of swimming pools, availability of instructors, schedules, and costs).	$ 25,000
			8	8	7			8		4		7	8	Provide Pre-service Education (This recommendation involves coordination with institutions of higher learning to provide safety education for teachers).	--
			9	9	1	shift up	1	9		1		1	9	Provide School Health Services (This recommendation involves establishing a position to help schools without health aides to phase in the Department of Health's School Health Manual. The position would coordinate first aid training to meet legal requirements).	168,000
			10	10	8			10		4		Delete	10	Encourage Contests (Contests to reduce accidents might be established. Individual schools might be encouraged to apply for the National School Safety Honor Roll Programs).	current svcs.
			11	11	Delete			11		3		Delete	11	Establish Safety Officers at the Districts (This position would have the primary task of coordinating safety, beautification, and security).	600,000

STUDENT SAFETY

State and District Group I

O.K.

State and District Group IV

(See comments by this group on page U-1, item 2.)

State and District Group VI

Priority #5: (Establish Safety Committees). Addition: The purpose would be to train the committee to conduct inspections, etc.

Priority #7: (Prepare Feasibility Study to Provide Swimming Instructions). Question the reason for this.

Priority #8: (Provide Pre-Service Education). Addition: Provide pre-service and in-service training.

Priority #10: (Encourage Contests). Reword: Encourage Contests and Program to Learn and Make Students Aware and Learn About Safety and Accidents.

Reorder priorities: 4 to 1; 3 to 2; 1 to 3; 2 to 4.

State and District Group VII

(See comments by this group on page U-2.

State and District Group IX

Suggest following order of various facets.

Elementary Group II

Priority #1: (Provide In-Service Training to Teachers in Order to Implement New Materials from School Health Education Study). Replace the word "In-Service" with "SHES." Shift priority to #6.

Priority #2: (Implement the National Safety Council Accident Reporting System). Change priority to #4.

Priorities #3 and #4: (Develop Model Campus Safety Rules and Regulations; Develop Model Safety Rules and Regulations for Off-Campus School Sponsored Activities). Should be combined and rated #5.

Priorities #5 and #6: (Establish Safety Committees; Conduct Safety Inspections and Develop Safety Standards and Inspection Procedures for Playground Equipment). Should be combined and rated #3.

Priority #7: (Prepare Feasibility Study to Provide Swimming Instruction). Shift priority up to #2

Priority #8: (Provide Pre-Service Education). Shift priority to #7.

Priority #9: (Provide School Health Services). Shift priority to #1.

The Health Aide will be responsible for the safety as well as the health of the children.

Priority #10: (Encourage Contests). Shift priority to #8.

Priority #11: (Establish Safety Officers at the Districts). Delete.

The group has objected to this recommendation. Group has requested deletion of it. This is unnecessary personnel; will only be a cost factor to every district and will not be of useful service.

Additional Comments:

1. Transportation of students to/from school and on field trips be included.

2. Adults be hired to be Crossing Helpers. These adults are to be trained and supervised by the Police Department.

Elementary Group III

Priority #9: (Provide School Health Services). Shift priority up higher.

Intermediate Group I

Priorities #3 & #4: (Develop Model Campus Safety Rules/Regulations; Develop Model Safety Rules/Regulations for Off-Campus School Sponsored Activities). Instead of only developing, let's implement. Also move priority up.

Priority #7: (Feasibility Study to Provide Swimming Instruction). Cost unreasonable. Save money and have school personnel (principal) decide. (Group of elementary principals would work on this.)

Priority #9: (Provide School Health Services). Move priority up to #1.

Intermediate Group II

No change in priority rating.

Reactions of Intermediate Groups I and II.

1. No change in one group.

2. The other felt implementation should be included with the development of model safety rules; move priority 9 to #1; and delete feasibility study, priority #7, and principal work out best ages, etc.

High School Group I

Priority #3: (Develop Model Campus Safety Rules and Regulations). Fund (?) students to develop and implement programs that will enhance student safety and alleviate student safety problems.

Need to study and tease out the Foundation Program and Master Plan.

High School Group IV

1. Are the priority rankings acceptable?

   No. Reorder: 9 to 1; 1 to 2; 11 to 3; all rest equal.

2. Do you forsee problems in implementing any of the alternatives?

   No. Need recourses and administrative competency on school level.

Unidentified Group #1 - No comments

Unidentified Group #2

Priority #1: (Provide In-Service Training to Implement New SHES Material. Add to explanation: ...to teach health, safety and first aid.

Priorities #2, #3, #4: (Implement National Safety Council Accident Reporting System; Develop Model Campus Safety Rules and Regulations; Develop Model Safety Rules/ Regulations for Off-Campus School Sponsored Activities). Incorporate in job description of Director of Safety.

Priority #5: (Establish Safety Committees). Raise priority to #4.

Priority #6: (Conduct Safety Inspections). Raise priority to #5.

Priority #7: (Prepare Feasibility Study to Provide Swimming Instruction). Raise priority to #6.

Reactions by Personnel Attending the Superintendent's
August 20-22, 1975

PERSONAL SECURITY

Listing of Priorities by the Various Groups

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
			1	1	1								1	Use School Security Patrols to Curb Anti-social Behaviors (This recommendation continues the pilot project begun in January 1975. It provides the Department with the flexibility of being able to assist schools most beset with problems of violence).	$ 680,192
			2	2	2					5			2	Provide Crisis-Intervention Training to Teachers and Administrators (This alternative provides practical suggestions for dealing with arguments, fights, etc. It teaches procedures to minimize the potential for violence and injury to both the student and the teacher, procedures to restore order in violent and potentially violent situations, techniques that can be used to quickly and efficiently acquire an accurate picture of the nature of the crisis, techniques to help disputants to arrive at their own solutions to problems, and referral procedures).	78,460
			3	3	3					3			3	Implement a Culture Studies Curriculum (This recommendation deals with development of a program which provides a framework and approaches to teaching culture to promote understanding among students).	70,000
			4	4	4					2			4	Encourage Participative Management (This recommendation involves including students, parents, teachers, and the community in decision-making).	current svcs.
			5	5	5	shift up			3	1		3	5	Reduce the Size of Large Schools (This recommendation involves the formal adoption of a policy by the Board of Education which limits the design size maximum enrollment of intermediate schools to 1200 and high schools to 2000).	not yet avail.
1?			6	6	6	delete			delete	4			6	Investigate Opportunities to Develop Human Potentials Through Such Programs as Transcendental Meditation, Erhard Seminars Training, and Arica, (This recommendation involves consideration to self actualization or development of full human potentials. Increasing research in this area makes this area worthy of consideration for the development of a humanistic climate in the schools).	$ 5,158,282

PERSONAL SECURITY

State and District Group I

Priority #6: (Investigate Opportunities to Develop Human Potentials). Should parallel #1 ?

State and District Group IV (See comments by this group on page U-1, item 2.)

State and District Group VI

Priority #6: (Investigate Opportunities to Develop Human Potentials). Group questions controversial programs but goes along with humanistic approach.

State and District Group VII (See comments by this group on page U-2.

State and District Group IX

Suggest following order of various facets.

Elementary Group II

Priorities as listed have been accepted by the group.

Priority #1: (Use School Security Patrols to Curb Antisocial Behaviors). Not to add additional personnel or expend more money, but to review current services.

Priority #5: (Reduce the Size of Large Schools). Include a statement of an alternate education school in every district.

Priority #6: (Investigate Opportunities to Develop Human Potentials). Delete parts of this recommendation.

Elementary Group III

Priority #5: (Reduce the Size of Large Schools). Move this up to higher priority.

Priority #6: (Investigate Opportunities to Develop Human Potentials). Delete this item.

Intermediate Group I

Priority #1: (Use School Security Patrols to Curb Anti-social Behaviors). Add "campus counselors" or revise Priority #1 to read: Use School Security Patrols and/or Campus Counselors to Curb Anti-social Behaviors.

Priority #2: (Provide Crisis-Intervention Training to Teachers and Administrators). Teachers need to be trained, or told explicitly what their responsibilities are in the event of a crisis, etc. Teachers are more and more shunning or "not getting involved."

Intermediate Group II

Priority #1: (Use School Security Patrols to Curb Anti-social Behaviors) Should be expanded to more schools.

Priority #6: (Investigate Opportunities to Develop Human Potentials). Reservation about Priority #6--discrepancy of the intent and cost of the item.

Reactions of Intermediate Groups I and II

Both groups agree on statements stated above.

High School Group I

Priority #1: (Use School Security Patrols to Curb Anti-social Behaviors). Expand program to include all schools.

Priority #3: (Implement Culture Studies Curriculum). Delete dollar amount.

Priority #5: (Reduce Size of Large Schools). Move to priority #3.

Priority #6: (Investigate Opportunities to Develop Human Potentials). Delete. Cost high.

Additional Comments:

1. Divide into immediate action and long-range program. Priorities 1 and 2 -- immediate; 3-6 -- long range.

2. Modify present buildings to enhance personnel safety in schools.

High School Group IV

1. Are the priority rankings acceptable?

   No. Reorder: 2 to 5; 3 to 3; 4 to 2; 5 to 1; 6 to 4.

   Priority #1 (Use School Security Patrols to Curb Anti-social Behaviors)should be implemented into'basic staffing formula."

2. Do you forsee probelms in implementing any of the alternatives?

   No.

Unidentified Group #1 - No comments

Unidentified Group #2 -

Priority #1: (Use School Security Patrols to Curb Anti-social Behaviors). Add: Use School Security Patrols and/or Campus Counselors to Curb Anti-social Behaviors.

Continue the CETA workers on campus.

Priority #5: (Reduce Size of Large Schools). Raise priority to #3.

Reactions by Personnel Attending the Superintendent's
August 20-22, 1975

Listing of Priorities by the Various Groups

ADMINISTRATION

State/Dist-Grp I	State/Dist-Grp IV	State/Dist-Grp VI	State/Dist-Grp VII	State/Dist-Grp IX	Elem-Grp II	Elem-Grp III	Inter-Grp I	Inter-Grp II	High Sch-Grp I	High Sch-Grp IV	Unidentified Grp #1	Unidentified Grp #2	Master Plan Priorities	Recommendations	Six Year Costs
		1	1	1			delete	1		1		1	1	Establish a Position of Special Assistant in the Superintendent's Office	$ 180,000
		2	2	2				2		2		2	2	Synchronize all Activities Relating to Safety, Security, and Beautification	current svcs.
		3	3	3				3		3		3	3	Provide Swift Investigative Services on Urgent cases on Behalf of the Superintendent	current svcs.
		4	4	4				4		4		4	4	Coordinate Departmental Safety, Security, and Beautification Activities with Like Activities of Other Agencies	current svcs.
		5	5	5				5		5		5	5	Prepare Policy Statements and Regulations on the "Use of Volunteers" and the "Protection of Persons and Property	current svcs.

ADMINISTRATION

State and District Group I - No comments

State and District Group IV (See comments by this group on page U-1, item 2.)

State and District Group VI - O.K.

State and District Group VII (See comments by this group on page U-2.)

State and District Group IX

Suggest following order of various facets.

Elementary Group II - Did not have time to discuss this area.

Elementary Group III - No comments

Intermediate Group I - Delete Priority #1 since schools do not feel the impact of this position.

Intermediate Group II - No change in the priority ranking.

High School Group I - Already have position. Priorities 2-5 are already responsibilities of Director of Safety and should have been a part of the Director's job description.

High School Group IV - Priority rankings acceptable. No implementation problem.

Unidentified Group #1 - No comments

Unidentified Group #2 - Priority rankings ok.

PLANT SECURITY

Reactions from the District and State Offices

I. 9/15/75: Honolulu and Windward Districts

1. Consider the use of portables for resident housing.
2. Consider the use of resident custodian/guard or resident watchmen. This would allow more community use.
3. A cost not considered for silent alarms is overtime cost when the custodian responds, usually 2 hours.
4. Lower the priority or throw out the $1 per ADA alternative.
5. The incident reporting system should be a part of the overall information system and included in the information system proposal.
6. The reporting form should require the names of witnesses.
7. Consolidate all of the reporting forms and checklists.
8. We should publicize positive programs.
9. Need to fully implement existing programs.

II. 9/16/75: Leeward and Central Districts

1. Question the validity of incident reports. This could direct resources in such a way as to reward poor behavior.
2. Additional administrative help will be needed to implement some of these alternatives.
3. Recommend that DAGS do the security checklist.
4. Need to make architects aware of security versus aesthetics.
5. How is the site selection for security done?
6. Who will read the reports? What kind of follow-up will there be?
7. Safety is the greatest concern on campus.

III. 9/17/75: Maui District

1. With reference to the $1 per ADA alternative, vandalism is not always done by students of the school. Schools with low enrollments will get too little money to do anything.
2. Tie in restitution with public awareness.
3. Repair and maintenance should have a higher priority.
4. Where there is no cost factor, we should move ahead with the alternative.
5. Add money to the public awareness alternative.
6. Should we have insurance?
7. Why not make stronger or smaller windows.
8. Don't give lounge space in toilets.
9. Don't make gang toilets.
10. Why not arrange for students to be hired for campus beautification? It might cut down on vandalism.

IV. 9/18/75: Hawaii District

1. Vandalism data are not good--sometimes fast repair or clean up is made without filing a work order.
2. Regarding Parent Restitution--set penalties with constructive explanations--coordinate with the courts for more stringent programs.
3. Tie in incident reports with restitution to show that something is done.
4. The $1 per ADA program should be field-tested in one district and adjusted.
5. A word other than alternatives should be used.
6. What about alternative education programs ?

V. 9/19/75: Kauai District

1. Combine the accident and security reporting forms with one cover sheet. Show the routing.
2. Fire safety activities at Kauai schools are provided by fireman Bill Inoka.
3. DAGS should have more comprehensive inspection teams that consider all aspects--safety, security, and fire.
4. Where does the restitution money go? It should go directly to pay for repairs.
5. Physical openness of campuses is a problem.
6. More follow up is needed on inspections. R&M is too often left to the principal to get done.
7. Principals have to be concerned with surrounding environment as well as school property since brush for example can constitute a fire, security, or safety hazard.
8. Community volunteers are hard to find in communities where both parents work.
9. How are you going to guarantee the follow up of checking? To prevent losses, consistent follow up is needed.
10. $1 per ADA may be too small for small schools.

VI. Libraries

1. Since there is only three-fourths of a page on public library security and one page on maintenance of the grounds, they should leave the word "Library" out of the title.
2. Section IV, Beneficiary Groups, A. Students--library patrons also would benefit from reduction in time and loss.
3. Under "Library Security Measures," it states "when libraries, especially community-school libraries, are closed because of these emergencies, services to our students are curtailed drastically. The responsible adult public also suffers." As is the whole theme of this volume--school suffers first and adult public also suffers.

4. Regarding the suggestion to build self-contained bookdrops--not knowing the volume or materials on long weekends, if the self-contained bookdrops are too small, overflow books could be stolen or vandalized.
5. Regarding the recommendation to lock the doors of lavatories and issue keys upon request--will take much staff time, but if the problem is serious, locking doors must be done.
6. Requiring private groups to hire a janitor or janitor/guard--this could be put into the auditorium policy.
7. Regional librarians do not have line authority therefore each library reports directly to the Public Library Branch Director. The janitorial and/or security service is also under a different supervisor, therefore the unit librarian must go through several channels before action is taken.
8. Many of the procedures would apply to libraries but I found only three-fourth page on Library Security and Recommendations.
9. Discontinue bookdrops--since fines are not charged, patrons do not rush to return books anyway.
10. I like the idea of families living on school campuses. This used to be so until just a few years ago.
11. Community use of school facilities is already practiced but schools still have been hit.
12. Under Library Security Measures it states "Both problems have led to a reduction in the number of library hours, or the closing of the library." This is erroneous. Reduction in hours was due to staff reduction.

RESPONSES TO
REACTIONS TO THE CHAPTER ON PLANT SECURITY

I. Responses to Reactions from the Superintendent's Seminar

1. The rankings recommended by the discussion groups were conflicting. The priorities of the plan have been removed and in its place, the alternatives have been arranged into two categories: immediately implementable, or no cost alternatives and long-term, or alternatives which require additional funds.

2. Some of the suggestions such as gathering data and clarifying interpretations stem from the fact that the groups did not have the complete plan to read. Data were indeed gathered (see sections I and II).

3. For the reason why the high school division was left out of the $1 per ADA program, read the description of this alternative.

4. Regarding the "No Trespassing Law," the state legislature has passed a stronger law which is being enforced more than the former county laws. This is something that the State Director of Security and Safety should follow up on with the police department.

5. There is a policy to fence school yards and this is being implemented as funds permit.

6. The parent restitution program, as the alternative states, needs further study.

7. Regarding the responsibility of DOE versus DAGS for night security, the legislature allocated funds for the pilot project to the DOE. In addition, the draft copy of the "Report on the Statewide Security Plans and Development Project," July 5, 1975, regards security as a DOE responsibility. This is a complex problem since DAGS does pay for the few silent alarms currently in use.

8. Concerning the recommendation to repair schools, see the alternatives in Chapter III.

9. The suggestions of resident security personnel does not seem feasible since the total annual loss at most schools would not pay cost (see alternatives 7 and 8).

10. The suggestion to reword the night security patrol alternatives to include "non-school hours" is a good one. This is in fact what the text describes. The word "night" has been replaced with the more descriptive "after hours."

11. The suggestion to provide security patrol and alarm services to all schools is not practical since the cost would exceed the losses. Several schools for example have not reported a burglary loss in the last 10 years.

12. It is suggested that students from different schools do the vandalism. It is felt that student programs and peer pressure would have an effect here as has been shown on the mainland.

13. It is suggested that $1 per ADA would penalize schools in high vandalism areas and reward schools in "good" areas. Exactly right! (or Right on!). It is time that we consider rewarding good behavior rather than bad behavior (this is in line with the concepts of operant conditioning).

II. Responses to Reactions from District and State Office Meetings

1. The comments on resident personnel are referred to alternatives 7 and 8 and to statement 9 in section I above.

2. The cost of custodians responding to alarms during the last 10 years would have been approximately 81 x 2 hours x $3 = $486, or an average of $48.60 per year which seems negligible compared to the losses prevented.

3. Suggestions to eliminate the $1 per ADA alternative were not universal. It is felt that such a program offers an alternative of the preventive type and should be tried.

4. The suggestions to combine and modify the various reporting forms and checklists are reasonable. This is one of the tasks being set for the new Director of Safety and Security.

5. The statement that incident reports could direct resources to reward poor behavior is surely outweighed by the urgent need to know what is happening in the Department. Ignoring or ignorance of a problem will not make it go away.

6. Architects' attention will indeed be drawn to security if the proposed construction guidelines are enforced.

7. Site selection for security was done by selecting schools ranking high in losses via burglary, vandalism, and arson.

8. Reports will be seen individually by the Director of Security and Safety and in summary by other administrators and the public.

9. The suggestions for specific construction practices will be included in any future consideration of the revision of guidelines.

10. Alternative education programs are indeed being considered by the Department (Community Based Education, for example). Any broad curriculum considerations were beyond the scope of this project.

11. The suggestions regarding R&M and DAGS are referred to the Chapter on Campus Beautification.

12. Follow up on reports and checklists will be the responsibility of the Director of Security and Safety.

13. The statement that there is only three-fourths of a page on library security is entirely inaccurate as careful reading of the chapter will show. Libraries are included specifically in alternatives 1, 3, 4, most parts of alternative 6, 10, and 17. The word library has been inserted in more places for emphasis. In alternative 6, all applicable sections apply to every DOE facility (which does include libraries).

14. Regarding the statement on library patrons as a Beneficiary Groups, see section IV - C.

15. The first paragraph under Library Security Measures has been altered to equate students and adult patrons.

16. The suggestion to discontinue bookdrops has been added to the recommendations.

17. The statement about regional librarians' line authority to get action on janitorial and security matters is not clear since the recommendation relates to requiring private groups to provide janitor or security service.

18. The statement concerning the applicability of the other security procedures to libraries seems to relate to misinterpretation. The intended application to all facilities has been emphasized by an added sentence.

CAMPUS BEAUTIFICATION

Reactions from the District and State Office Meetings

I. 9/15/75: Honolulu and Windward Districts

1. Need landscaping plans for all schools.
2. Need more funds for purchasing plants, fertilizers, etc.
3. Need to raise the calibre of custodians by raising the pay scale.
4. Need more afternoon room cleaners so that regular custodians can spend more time on the grounds.
5. Need workshops for DAGS' school repair and maintenance personnel (and contractors) to: 1) consider aesthetics in their repair and maintenance work and 2) coordinate with school and district people.
6. Need ground maintenance crews for each district.
7. Need equipment for DAGS such as small bulldozers, instead of contractual funds.
8. Need district contingency funds for beautification.
9. Need to change custodian's hours so that it's possible to water at night.

II. 9/16/75: Leeward and Central Districts

1. Provide automatic sprinkler system for all schools not having it.
2. Schedule lawn mower crews regularly (some schools are not getting regular services).
3. Upgrade status of custodians.
4. Raise custodial formula to 100% from 70%.
5. Concentrate on making bathrooms clean and functional.

III. 9/17/75: Maui District

1. Look into Title X.
2. More lawn mower operators.
3. Use chemicals to retard growth of grass.
4. More funds for supplies and fertilizers.
5. Raise custodial staffing from 70% to 100%.
6. Start up corporations like "Klean Up Corporation" in Kalihi to hire youngsters or to have youngsters form their own companies.

IV. 9/18/75: Hawaii District

1. Hire landscape architect in each district who knows the local conditions and have a landscape plan drawn for each school.
2. Need person to run a Campus Beautification Committee for the student body.

3. Increase custodial staff from 70% to 100%.
4. Delete $50 per committee cost of Campus Beautification Committee recommendation and the six-year $12,000 cost of the regular inspection recommendation.
5. The $30,000 cost for in-service workshop is too high.
6. Hawaii District needs large equipment for mowing rather than personnel.
7. Instead of increasing mowing, plant grass that doesn't grow so fast.
8. Need funds for landscaping crew.

V. 9/19/75: Kauai District

1. Annex G -- Campus Beautification Committee recommendation should be priority #1 and regular inspection should be #2.
2. Need personnel to clear overgrown weeds and koa trees.
3. Work jointly with county where schools adjoin parks to cut the grass.
4. Need electricians and plumbers on DAGS' staff; not necessarily only carpenters.
5. Rental receipts should go to schools, not general fund.

VI. 9/22/75: State Offices

1. Take into consideration rainfall of each school area to determine frequency of mowing lawns.
2. Are effectiveness levels of pride or desire really measurable?
3. Rather than level of desire, have number of students involved as a measure of effectiveness.
4. Use "stationery" instead of "supplies" for the $50 to the Beautification Committee.
5. Inspection committees from complex, district or state better than inspection by school administrator.
6. Add as an alternative to more lawn mower operators, funds for purchasing bigger and better mowers such as more gang mowers.
7. Give free courses in adult education for interested community people and students on topics related to beautification.
8. Add to the portion set aside for landscaping in the C.I.P.
9. Have schools with horticulture classes open to any student and have the students raise plants for school use in the class.

VII. Libraries

1. Include community-school libraries wherever public schools are used because the community-school library grounds seem to be neglected or given low priority by the school principals.

2. Landscaping and maintenance at public libraries are not adequate nor pleasant looking. Follow-up action by DAGS is not prompt.
3. The libraries need standardized custodial services similar to that provided by the lawn mower crews on Oahu by the Auxiliary Services Section of the Office of Business Services.

RESPONSES TO
REACTIONS TO THE PLAN ON CAMPUS BEAUTIFICATION

I. Responses to Reactions from the Superintendent's Seminar

1. The rankings recommended by the discussion groups were conflicting. The priorities of the plan have been removed and in its place the alternatives have been segregated into three categories: immediately implementable, intermediate term proposals, and long-term proposals.

2. Cost figures for activities which are possible without additional funding have been eliminated as recommended.

3. The recommendation to assign a person in the district office to oversee campus beautification is to a large measure already being done by the business specialist in each district where the subject matter comes under his jurisdiction.

4. The school committee on campus beautification could be part of the School Advisory Committee or some other school committee if the school so chooses. What is important is that the school looks at and manages the subject as part of a whole plan rather than doing things in a helter-skelter manner; such as, planting trees simply because it's Arbor Day.

5. There seem to be different understandings about the application of the custodial staffing formula. This matter is an administrative problem.

6. The workshops for school administrators usually do include head custodians. The workshops do not teach one "how to do it" but are primarily directed to what the administrator should look for to prevent or to resolve maintenance problems.

7. The recommendation on "interjurisdictional" area beautification, such as between DOE and county parks and playgrounds, has been included in the revision.

II. Responses to Reactions from District and State Office Meetings

1. The recommendation calling for landscape plans for all schools, and the recommendation for more funds for plants and fertilizers, have been included in the revision.

2. Matters concerning the classification and pay of employees, in this case the custodians, may impinge on collective bargaining. It is inappropriate to include them as subjects in the plan.

3. Procedures are already established for requesting additional afternoon room cleaners if justified.

4. Existing channels should be utilized where DAGS' workmanship requires improvement.

5. Request for funding for equipment and contingency funds have been made a part of the plan.

6. Changing custodial hours to water at night is an administrative matter. As indicated in the recommendation, there are both pro and con arguments for instituting irregular hours.

7. An alternative for the installation of automatic sprinkler systems have been included in the revision.

8. Recommendations to use chemicals to retard the growth of grass, to use student corporations, to hire landscape architects, planting of slow-growing grass, and to raise plants in horticulture classes for use in the school campuses have all been included in the revision.

9. The proposal to hire or have a separate person for the student committee as an advisor to the students is already cared for because each student body government in the schools normally has an adult advisor.

10. The costs for alternatives which can be implemented without additional funds have been removed and classified as current services.

11. The determination of whether to use its own staff for electrical and plumbing work or to contract the work out is DAGS' prerogative. We should not request that they do one over the other: only that they perform the job expeditiously and properly.

12. Community-school library grounds are maintained by the public school custodians. If the grounds are not being maintained properly, the school administrator should be contacted. A separate section for community-school library grounds is not necessary.

13. The establishment of lawn mowing crews for the community libraries is questionable because of the lack of large grass areas.

STUDENT SAFETY

Reactions from the District and State Offices

I. 9/15/75: Honolulu and Windward Districts

1. First aid training should be given.
2. Health aides are needed.
3. Keep the 411 system.

II. 9/16/75: Leeward and Central Districts

1. School security aides are needed.

III. 9/19/75: Kauai District

1. School security aides are needed.

RESPONSES TO REACTIONS TO THE CHAPTER ON STUDENT SAFETY

I. Responses to Reactions from the Superintendent's Seminar

1. Establishing safety officers at the districts is not recommended.

II. Responses to Reactions from District and State Personnel

1. Rather than replacing the present Form 411, advantageous elements of the National Safety Council Accident Reporting System will be incorporated into the present system.

2. School safety and security aides were obtained under Act 151 State Comprehensive Employment Training, and now constitutes a recommendation of the plan.

PERSONAL SECURITY

Reactions from the District and State Offices

I. 9/15/75: Honolulu and Windward Districts

1. Development of the Culture Studies Curriculum should be coordinated with the Emergency School Aid Act project.
2. We should examine existing programs to see if they are being implemented the way they should be.
3. We should not include human development programs.
4. Human development programs should be a top priority.

II. 9/19/75: Kauai District

1. The principal should have more direction and support to implement the ideas on participative management. They are excellent ideas, but they are also time consuming and would take up much of an administrator's time that is now normally used in other areas.
2. Add a program within schools of attitude changing regarding property, persons, etc. This is not "add onto existing program" but is a program to be funded, given personnel, etc., which would directly involve students.
3. Several studies of violence and aggression have begunto focus on the role of the "victim". There is something to be said for the time-honored excuse of the aggression that the victim "was asking for it". If our schools could minimize provocations (through T. M.) which exist in so many standard routines (or simply sensitize the staff to the existence of routine irritations) aggression might be reduced.

RESPONSES TO
REACTIONS TO THE CHAPTER ON PERSONAL SECURITY

I. Responses to Reactions from the Superintendent's Seminar

1. Priority ordering of the Superintendent's Seminar participants were generally consistent with the recommendations of the Review Committee.
2. The need to coordinate security services with alternative school programs has been included as one of the recommendations of this plan.
3. The expansion of school security patrols to more schools has not been accepted because this is considered a short range solution by the Board of Education and costs do not warrant this expansion.
4. The plan has been modified so that recommendations are classified into alternatives which can be implemented with current budgets (i.e. immediately implementable), and recommendations which which require additional funds (i.e. implementable in the future). Moreover, the latter category is classified into short range and long range alternatives.

II. Responses to Reactions from District and State Personnel

1. The program specialist who will develop the culture studies curriculum is a member of the Emergency School Aid Act Committee.
2. We feel that evaluation of existing programs is out of the scope of this plan.

III. Responses to the Board of Education and the Superintendent

1. The alternative, "to investigate the effectiveness of human development programs" had been deleted.
2. "Participative management" had been changed to "consultive management."
3. "Relationship of the Plan to Previous Efforts Dealing With Anti-Social Behaviors" have been added to the plan.
4. "Relationship of this Plan to Order Departmental Programs" has been added to the plan.